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ABSTRACT

This skills-text is the first of four books in the series "Readings in American History." The materials allow opportunities to improve reading and comprehension skills in a subject matter context by using certain primary sources related to the topic. Book I covers the time from the European discovery of the Americas in 1492 to the end of the American Revolution. Each lesson includes short readings with exercises and questions to allow students to explore the topic. The text includes: (1) "Europeans Meet 'Indians' in the New World"; (2) "Europeans and Native Americans"; (3) "The Native Americans"; (4) "Native Americans and the White Settlers"; (5) "Slaves from Africa for America"; (6) "The 'Middle Passage'"; (7) "The Puritans Decide to Leave Europe for America"; (8) "The Mayflower Compact"; (9) "The Zengers Defend a Free Press"; (10) "The Stamp Act"; (11) "The Colonists Defeat the Stamp Act"; (12) "Tories and Colonists"; (13) "Liberty or Death"; (14) "The Road to Lexington and Concord"; (15) "The Shot Heard 'Round the World"; (16) "The Declaration of Independence"; (17) "Americans at Valley Forge"; and (18) "The World Turned Upside Down." A review section, glossary, and teacher's guide are included. (EH)

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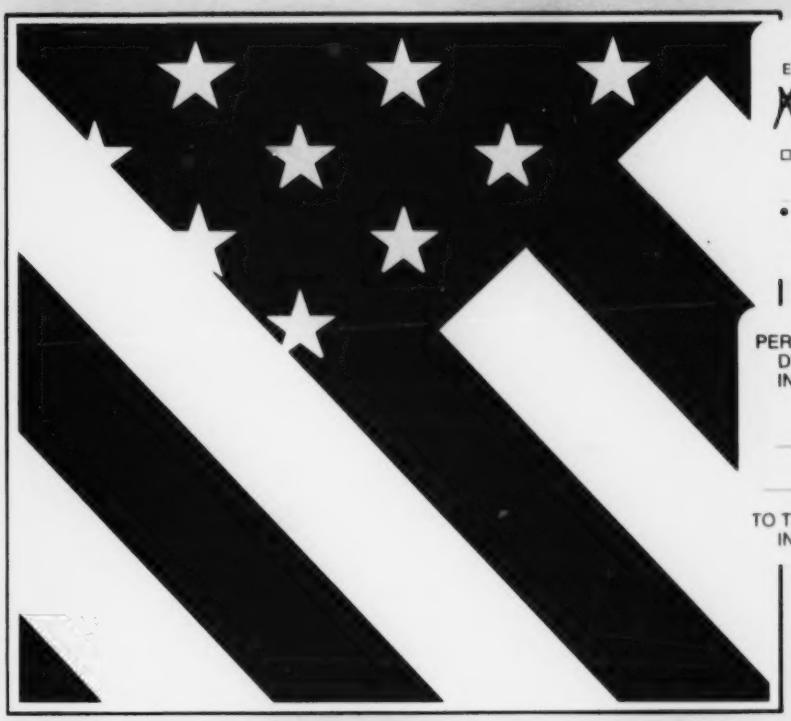
From New World To New Nation



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BOOK I

Readings in American History (In Their Own Words)

BY JACK ABRAMOWITZ, PhD.

EDUCATIONAL ACTIVITIES, INC.
Freeport, N.Y. 11520

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READINGS IN AMERICAN HISTORY

(In Their Own Words)

BOOK I

FROM NEW WORLD TO NEW NATION

by

Jack Abramowitz, Ph.D.

EDUCATIONAL ACTIVITIES, INC.
P.O. Box 392, Freeport, N.Y. 11520

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STEP 1

KEY WORDS: Look up these words in the Glossary.

unknown island ignorant
intelligence keen

THINK ABOUT THIS:

1. Why did Columbus set sail across the Atlantic Ocean?
2. Who were the "Indians"?

DO THIS:

1. Locate Spain on a map.
2. Locate Asia on a map.
3. Locate the Atlantic Ocean on a map.
4. Locate the Indies on a map.
5. Look at a map to see where Columbus landed.

READ THIS:

In 1492, Christopher Columbus set sail from Spain. He sailed westward across the Atlantic Ocean. Columbus was looking for a new sea path to the lands of Asia. He wanted to find fame and riches in those lands.

Columbus did not find Asia. Instead his ships landed in what is now part of America. That part of the world was unknown to Europe. All of what is now North and South America was not known to Europe.

Columbus had landed on an island. He thought it was one of the islands of Asia, called the Indies. That was why he gave the name "Indians" to the people he saw.

Columbus wrote this about the "Indians" he saw:

> "They believe...that I, with these ships and people, came from the sky."

He then went on to point out that this belief:

> "...does not result from their being ignorant."

In fact, Columbus went on to say that the "Indians" had "a very keen intelligence."

Columbus wrote that the "Indians" he saw were good sailors. They built canoes made from a single log. Some canoes could hold up to eighty people. Also, the "Indians" were able to "navigate all those seas" around the island. He saw all this as a sign of their intelligence.

CHECKING UP:

Mark each of the following statements TRUE (T) or FALSE (F).

___ 1. Columbus was trying to sail to America.

___ 2. The "Indians" Columbus saw lived in the Indies.

___ 3. The Indies were part of Asia.

___ 4. Columbus did not feel that the "Indians" were ignorant.

___ 5. Columbus thought he had sailed to the Indies.

STEP 2

KEY WORDS: Look up these words in the Glossary.

explorer unknown

THINK ABOUT THIS:

1. What names were given to the new lands by European explorers?
2. Who was Coronado? What did he report finding in America?

READ THIS:

Columbus showed the way to the new lands. Other explorers soon followed in his path. They learned he had not landed in the Indies. Instead, Columbus had found an unknown part of the world. These lands were soon given the name "New World." Later they were called "America."

Many explorers came to America after Columbus. They hoped to find fame and riches. As they explored the New World they met many different kinds of "Indians." One Spanish explorer named Coronado had hoped to find gold. He also looked for "Indian" cities in America. Coronado did not find gold or cities. He wrote about the "Indians" he met:

> "They do not have cloaks, nor cotton of which to make these, but use the skins of the cattle."

Coronado felt that:

> "There is not any gold nor any other metal in all that country."

He reported there were only:

> "...little villages, and in many of these they do not plant anything and... wander around with the cows."

CHECKING UP:

Complete sentences 1-4 by filling in the correct words. Each word on the list can be used only ONCE.

gold	explorer	metal
cattle	cotton	cities

1. Coronado was a Spanish _____.
2. Coronado did not find any gold, silver, or "Indian" _____.
3. Coronado said the "Indians" did not have _____ clothes, but wore the skins of _____.
4. Coronado did not feel there was _____ or other _____ in the country.

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STEP 3

KEY WORDS: Look up this word in the Glossary.

impressed

THINK ABOUT THIS:

1. Who was Hernando DeSoto?
2. What kind of "Indians" did DeSoto see?

READ THIS:

Some explorers did not see the same kind of "Indians" as Coronado. One Spaniard explored a few hundred miles from Coronado. The explorer, Hernando DeSoto, told of "Indians" who grew corn. They were ruled by a chief who was said by DeSoto to be a "great lord." When this chief came to meet DeSoto, he arrived:

> "...with two hundred canoes filled with men having weapons. They were painted...[and had] feathered shields."

The European explorers and settlers saw many kinds of "Indians." Sometimes they were impressed by what they saw. However, they did not care about the "Indians." The explorers and settlers only cared about riches. They wanted the gold, silver, furs, timber, and farming land of America.

CHECKING UP:

Mark each of the following a FACT (F) or an OPINION (O).

____ 1. Hernando DeSoto was a Spanish explorer.

____ 2. DeSoto saw more of America than Coronado saw.

____ 3. DeSoto saw the most powerful "Indian" chief in America.

____ 4. Most settlers did not understand the "Indians."

____ 5. The "Indians" DeSoto saw made good canoes.

SKILLS EXERCISES:

A. FINDING THE IMPORTANT IDEAS

Put a check next to what you think are 3 IMPORTANT IDEAS in the reading selection.

____ 1. European settlers did not understand the "Indians."

____ 2. Europeans saw many new things in the New World.

____ 3. Europeans came to the New World to find riches.

____ 4. Columbus thought he had landed in a part of Asia.

B. CHECKING FOR DETAILS

Mark each of the following statements TRUE (T) or FALSE (F).

____ 1. Columbus thought the people he met on the island were living in the Indies.

____ 2. Coronado found "Indians" living in fine stone houses.

____ 3. Columbus thought the "Indians" he saw were very ignorant.

____ 4. Coronado was very impressed by the "Indians" he saw.

____ 5. The Europeans wanted to find riches and farming land in the New World.

____ 6. DeSoto was not impressed by the "Indians" he saw.

C. UNDERSTANDINGS

Choose the correct answer.

1. "They believe...that I, with these ships and people, came from the sky."

This belief by the "Indians" can be seen as one of the things that would:

____ a. have been a help to the "Indian" people.
____ b. have had no effect upon the "Indians" or Columbus.
____ c. have been a help to Columbus.

2. "There is not any gold nor any other metal in all that country."

These words would be bad news for:

____ a. the "Indians" living in that part of the New World.

____ b. Europeans coming to that part of the New World.

____ c. people living in Europe.

D. IN YOUR OWN WORDS

On a separate sheet of paper, write ONE of the following short essays:

1. Suppose you were a Spanish explorer in the New World. Write a short letter (at least 40 words) telling something about the "Indians."
2. Suppose you were an "Indian" living in the New World in the 1500s. How would you have described the Europeans you might have met? Write your essay in at least 45 words.

E. LOOKING AHEAD

Suppose the first explorers and settlers had known they were not in India. Suppose they had found powerful "Indian" kingdoms at once. How might these things have changed the history of the Americas? You might want to discuss this in class.

(End of Lesson 1)

STEP 1

KEY WORDS: Look up these words in the Glossary.

adults barbarian inferior

THINK ABOUT THIS:

1. How did Europeans feel about the Native Americans?
2. Which Native American civilizations were destroyed by Spanish explorers?

DO THIS:

1. Locate Mexico on a map.
2. Locate Central America on a map.
3. Locate South America on a map.
4. Locate North America on a map.

READ THIS:

European explorers and settlers came to the Americas in the 1500s. By then they knew that they were not in the Indies. In spite of this, they still called the people of the New World "Indians." Today we are more likely to refer to the "Indians" as Native Americans.

From the beginning, the Europeans did not understand the Native American way of life. They treated the people cruelly. Spanish explorers conquered many Native American people. They destroyed three great Native American civilizations. These people and civilizations were the:

1. Aztecs of Mexico.
2. Maya of Central America.
3. Incas of South America.

The Spanish conquerors seized the gold and silver of these people. They made slaves of the Native Americans. The Spanish settlers never really saw the Native Americans as equals. Their feelings were expressed by one Spaniard who declared in 1547:

> "We have a perfect right to rule these barbarians of the New World. [They are]...as inferior to the Spanish as children to adults."

Spanish settlers were not the only Europeans who felt this way. Most of the English and French settlers would have agreed with them. Nearly all Europeans felt Native Americans were an inferior people.

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CHECKING UP:

Mark each of the following statements TRUE (T) or FALSE (F).

____ 1. Spain conquered the Aztecs.

____ 2. "Native Americans" was the name given to people in America by European settlers.

____ 3. The Spanish conquerors made slaves of Native Americans.

____ 4. Europeans felt that the Native Americans were their equals.

____ 5. The Aztecs, Maya, and Incas did not have gold and silver.

STEP 2

KEY WORDS: Look up these words in the Glossary.

mistreat convert

THINK ABOUT THIS:

1. How did Father Las Casas feel about the Native Americans?
2. What did the Europeans want in the Americas?

READ THIS:

All Europeans did not mistreat the Native Americans. Some Europeans saw a different side to these people. One such European was Father Las Casas, a Spanish priest. Father Las Casas had lived and worked in Mexico. In 1552 he wrote:

> "Among our Indians...there are great kingdoms, great cities, kings, judges, and laws...They are ready to accept the Christian religion."

Father Las Casas was writing as a priest. He and other priests sought to bring Christianity to the New World. They wanted to convert the Native Americans to Christianity.

Most European settlers would not have agreed with Father Las Casas. They found few "Indian" kingdoms or great cities. They saw the "Indians" as tribes, not as nations. Nor did they really care whether "Indians" became Christians. The settlers wanted the riches and farmland of America. If the "Indians" were in the way, they had to be killed or removed.

European settlers met many kinds of Native Americans. They never really understood them.

CHECKING UP:

Mark each of the following a FACT (F) or an OPINION (O).

____ 1. Father Las Casas knew more about Native Americans than anyone else.

____ 2. The settlers wanted to remove the Native Americans if they were in the way of those wanting their lands.

____ 3. The priests in the New World hoped to convert the Native Americans to Christianity.

____ 4. Most European settlers did not agree with what Father Las Casas said about Native Americans.

____ 5. European settlers never really understood the Native Americans.

SKILLS EXERCISES:

A. FINDING THE IMPORTANT IDEAS

Put a check next to what you think are 2 IMPORTANT IDEAS in the reading selection.

____ 1. All European settlers did not think of the Native Americans as inferior.

____ 2. Europeans were more interested in riches than in Native Americans.

____ 3. European settlers knew they were not in the Indies.

____ 4. Europeans came to the New World to find riches.

____ 5. Priests came to the New World to bring Christianity to the people.

B. CHECKING FOR DETAILS

Mark each of the following statements TRUE (T), FALSE (F), or NOT INDICATED (N) in the reading selection.

____ 1. Father Las Casas expressed the views of most Spanish priests.

____ 2. Native Americans living in the New World thought the Europeans were inferior.

____ 3. Europeans were very impressed by the Native Americans they saw.

____ 4. Most European settlers wanted to get the riches of the New World.

____ 5. Europeans thought that religion was important.

____ 6. Father Las Casas did not look upon the Native Americans as most other Europeans looked upon them.

____ 7. Europeans felt that the Native Americans had to be removed if they were in the way.

C. UNDERSTANDINGS

Choose the correct answer.

1. "We have a perfect right to rule these barbarians of the New World."

The Spaniard making this statement believed that:

____ a. Native Americans were not civilized.

____ b. Native Americans were not as good as Europeans.

____ c. both of the above.

2. "They are ready to accept the Christian religion."

This statement about the Native Americans would be most important to:

____ a. all European settlers.

____ b. priests coming to the New World.

____ c. Native American chiefs.

D. IN YOUR OWN WORDS

On a separate sheet of paper, write ONE of the following short essays:

1. How did European settlers look upon Native Americans? Write your answer in at least 60 words.

2. Suppose you were giving advice to the European settlers four hundred years ago (the 1580s). What would be some of that advice? Write your answer in at least 50 words.

E. LOOKING AHEAD

Suppose the European settlers had treated the Native Americans as equals. How might that have changed the history of the Americas? You might want to discuss this in class.

(End of Lesson 2)

STEP 1

KEY WORDS: Look up these words in the Glossary.

different ancestors conflict

THINK ABOUT THIS:

1. From which lands did Europeans come to the Americas?
2. How did Native Americans look upon nature and the land?

DO THIS:

1. Locate Spain on a map.
2. Locate France on a map.
3. Locate England on a map.
4. Do you know from which part of the world your ancestors came? Locate it on a map.

READ THIS:

Thousands of Europeans came to the Americas. They are the ancestors of many Americans. During the 1500s and 1600s the Europeans were mainly from Spain, France, and England.

The Europeans of that time found a new life in the Americas. However, they brought their European ideas and beliefs with them. Those ideas and beliefs were not held by the Native Americans. Europeans and Native Americans were different in many ways.

We know much about the European way of life. They had written as well as spoken languages. We can read about their ideas and beliefs. But what about the Native Americans? To this day many people do not really know much about them. That is more our fault than theirs. There is much we can learn about Native Americans. There also is much we can learn from them.

The Native Americans had no written languages in the 1500s and 1600s. They had no books or newspapers. They passed on their history and traditions through spoken words. These spoken words were not often reported by others. It was not until the late 1800s that their ideas and beliefs became better known.

We know that Native Americans were not all alike. They were divided into nations and spoke many languages. But all Native Americans shared a love of nature and the land. That feeling was voiced by Chief Joseph of the Nez Perces. He declared:

> "The earth and myself are of one mind...I never said the land was mine to do with it as I chose."

The words of Chief Joseph were spoken in the late 1800s. However, they express the way Native Americans always felt about life.

Europeans looked upon land in a different way. Before long, their views were in conflict with the Native American way of life.

CHECKING UP:

Mark each of the following a FACT (F) or an OPINION (O).

____ 1. Europeans and Native Americans did not hold the same beliefs.

____ 2. Chief Joseph was very wise.

____ 3. The ideas and beliefs of Native Americans are not well known to this day.

____ 4. Native Americans did not need a written language in the 1600s.

____ 5. Native Americans were not all alike.

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STEP 2

KEY WORDS: Look up these words in the Glossary.

privately ignored plea

THINK ABOUT THIS:

1. What did Native Americans think about buying and selling land?
2. What happened to the lands held by Native Americans?

READ THIS:

Native Americans always felt very strongly about land. They believed that land belonged to all the people. Native Americans could not understand how land could be owned privately. Nor could they understand the buying and selling of land.

The Native American feeling about land was expressed by a chief who said that:

> "One does not sell the earth upon which the people walk."

Europeans who came to America did not share this belief. They seized the lands of the Native Americans. That land was then bought and sold as private property. The rights of Native Americans as landholders were ignored.

Every year the Native Americans lost what they had once held as nations. It seemed the world might soon forget they once owned the lands of America. In the 1800s a chief of the Oglala Sioux sadly asked:

> "Whose voice was first sounded on this land? The voice of the red people who had but bows and arrows...I have two mountains in that country...I want the Great Father to make no roads through them."

His plea was not heard. The "Great Father," the government, brought more roads and people to the lands.

By this time most Native Americans knew they were in danger. "Red people" were being pushed from their lands by white settlers. The voice of Native Americans might soon no longer be heard.

CHECKING UP:

Complete sentences 1-5 by filling in the correct words. Each word on the list can be used only ONCE.

bought	settlers	private
land	government	sold

1. Europeans and Native Americans did not feel the same about _____.
2. _____ ignored the rights of the Native Americans.
3. The _____ was called the Great Father by Native Americans.
4. Native Americans did not believe in _____ ownership of land.
5. European settlers _____ and _____ land.

SKILLS EXERCISES:

A. FINDING THE IMPORTANT IDEAS

Put a check next to what you think are 2 IMPORTANT IDEAS in the reading selection.

___ 1. Native Americans were not all alike.

___ 2. Europeans and Native Americans had very different ideas about nature and the land.

___ 3. Native Americans lost their lands to the white settlers.

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____ 4. The white settlers found a new life in the Americas.

____ 5. Native Americans did not have a written language.

B. CHECKING FOR DETAILS

On the basis of what you have read, mark each of the following statements TRUE (T), FALSE (F), or NOT INDICATED (N) in the reading selection.

____ 1. Chief Joseph did not believe he had the right to do as he pleased with the land.

____ 2. The Native Americans of the New World spoke many different languages.

____ 3. Native Americans had a desire for personal ownership of land.

____ 4. Native Americans could not take as good care of the land as the white settlers.

____ 5. The Native American way of life was like that of the Europeans who came to America.

____ 6. Native Americans seemed to all share a love of nature and the land.

C. UNDERSTANDINGS

Choose the correct answer.

1. "The earth and myself are of one mind."

When Chief Joseph said this he meant that he:

____ a. thought like the animals of the forests.

____ b. regarded himself as linked to all of nature.

____ c. was wiser than the Europeans.

2. "One does not sell the earth upon which the people walk."

This statement does NOT stand for the ideas held by:

____ a. Native Americans.

____ b. white settlers.

____ c. both of the above groups.

D. IN YOUR OWN WORDS

On a separate sheet of paper, write ONE of the following short essays:

1. How did Native Americans and white settlers differ in their ways of life? Write your answer in at least 60 words.

2. Suppose you were a Native American living one hundred years ago. Write a letter to a newspaper telling how you and your people feel about the land. The letter should have at least 50 words.

E. LOOKING AHEAD

Many people like Native American ideas about nature and the land, but feel it is not practical. They say such ideas will not work in today's world. What do you think? You might discuss this in class.

(End of Lesson 3)

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STEP 1

KEY WORDS: Look up these words in the Glossary.

oppression vanished

THINK ABOUT THIS:

1. Why did Native Americans often dislike the European settlers?
2. What happened to the treaties that were signed by Native Americans?

READ THIS:

Native Americans were conquered by the European colonial powers. Spain, France, and England took over lands in North and South America. Most of the Native American civilizations were destroyed by the Europeans. After 1783 the new United States also seized many Native American lands.

Native Americans feared that their people might vanish from the Americas. In the early 1800s, the great chief Tecumseh of the Shawnees cried out:

> "Where today are the once powerful tribes of our people? They have vanished before the...oppression of the White Man, as snow before the summer sun."

The Native Americans were steadily pushed off their lands. They tried to save themselves by signing treaties, but it was of no use. White settlers broke the many treaties they made and their governments backed them. One bitter Native American would later say of the settlers and the governments:

> "They made us many promises, more than I can remember, but they never kept but one. They promised to take our land, and they took it."

CHECKING UP:

Mark each of the following statements TRUE (T) or FALSE (F).

____ 1. Native Americans did not sign treaties.

____ 2. The United States seized many Native American lands.

____ 3. Native Americans vanished from the Americas.

____ 4. Native Americans felt that the settlers kept all their promises.

____ 5. The Native Americans broke the treaties they made.

STEP 2

KEY WORDS: Look up these words in the Glossary.

differences economy

THINK ABOUT THIS:

1. How did the white settlers and the Native Americans differ in their way of life?
2. What did some white Americans like about the Native American way of life?

READ THIS:

Native Americans and white settlers did not agree about the land. They had differences about the ownership and use of land. But they also differed on much more than land.

The settlers had a money economy. It was based on the private ownership of land. They wanted money, land, riches, and personal power. This was not the way of life of Native Americans.

Native Americans could not understand many actions of the white people. They felt that white people cared only for money. Most of all, the Native Americans could not understand a money economy.

There were some white people who felt the same as the Native Americans. They believed that Native Americans had a truly civilized view of life. In 1869 a famous American painter wrote of his feelings:

> "I love a people...who are honest without laws, who have no jails and poorhouses...and oh! how I love a people who don't live for the love of money."

The land was everything to Native Americans. In caring for it they were at their best. In our own times an American wrote of the Native American:

> "The land was alive to his loving touch."

Native Americans were not perfect. But they were no worse than others in their daily life. In their love of nature and the land they had much to teach the white settlers. Indeed, they have much to teach us today.

CHECKING UP:

Mark each of the following a FACT (F) or an OPINION (O).

____ 1. Native Americans had a better outlook on life than did the white settlers.

____ 2. White settlers wanted money and power.

____ 3. Native Americans felt that the settlers had not kept most of their promises.

____ 4. Money was not important to the Native Americans.

____ 5. Native Americans could teach the white settlers much about land.

SKILLS EXERCISES:

A. FINDING THE IMPORTANT IDEAS

Put a check next to what you think are 3 IMPORTANT IDEAS in the reading selection.

____ 1. White settlers lived in a money economy.

____ 2. Europeans and Native Americans had very different ideas about nature and the land.

____ 3. Native Americans lost their lands to the white settlers.

____ 4. The white settlers broke many treaties made with Native Americans.

B. CHECKING FOR DETAILS

On the basis of what you have read, mark each of the following statements TRUE (T), FALSE (F), or NOT INDICATED (N) in the reading selection.

____ 1. The white settlers and their governments did not keep the treaties they made with Native Americans.

____ 2. Native Americans had a desire for personal ownership of land.

____ 3. Native American civilizations were often greater than many European civilizations.

____ 4. The Native Americans seemed in danger of vanishing.

____ 5. Neither the white people nor the Native Americans kept their promises.

____ 6. The Native Americans could not understand the actions of the white settlers.

____ 7. Native Americans loved money and riches.

C. UNDERSTANDINGS

Choose the correct answer.

1. "The land was alive to his loving touch."

This person making this statement meant that Native Americans:

____ a. were good farmers.

____ b. never sold their land.

____ c. lived close to nature.

2. "I love a people who don't live for the love of money."

The American who said this was talking about:

____ a. European priests.

____ b. Native Americans.

____ c. American settlers.

D. IN YOUR OWN WORDS

On a separate sheet of paper, write ONE of the following short essays:

1. What do you think the Native American meant when he said, "They promised to take our land, and they took it."? Write your answer in at least 60 words.
2. What do you think we can learn from the way of life of Native Americans? Write your answer in at least 60 words.

E. LOOKING AHEAD

Many people feel the United States ought to make up for past wrongs done to Native Americans. Do you agree? If not, why not? If you agree, how might these wrongs be made up? You might discuss this in class.

(End of Lesson 4)

STEP 1

KEY WORDS: Look up these words in the Glossary.

existed	ancient	inferior
succeed	vanish	extended
	racism	

THINK ABOUT THIS:

1. How were slaves treated in Arab lands and in Africa?
2. Where did the British send their slaves?

READ THIS:

Slavery had existed in many places in ancient times. It did not start to vanish in Europe until after the fall of ancient Rome. That was about 1,500 years ago.

Slavery went on in other parts of the world for many years. It existed in many parts of Africa. Slavery and the slave trade were also carried on in Arab lands. Many of these slaves were treated as family members by their owners. The slaves in Arab lands were often freed after periods of service. However, they were still looked upon as an inferior group.

The Spaniards were the first to use slaves in America. They had tried using Native Americans as slaves, but this did not succeed. Spain then turned to the use of black Africans as slaves. By the 1600s there was a busy trade in African slaves for the Americas.

Twenty black Africans were brought to Virginia in 1619. These black Africans were servants, not slaves. However, the British had many black African slaves in their Caribbean island colonies. They now extended black slavery to their North American colonies.

CHECKING UP:

Mark each of the following statements TRUE (T) or FALSE (F).

____ 1. England was the first to use black slaves in America.

____ 2. Slavery was carried on in Africa and in Arab lands.

____ 3. Arab slaves were often freed after periods of service.

____ 4. Spain brought black Africans to Virginia as servants.

____ 5. The British used African slaves in their Caribbean area colonies.

STEP 2

KEY WORDS: Look up these words in the Glossary.

obliged	booty

THINK ABOUT THIS:

1. How did slave traders get hold of Africans to be sent to the Americas?
2. How was the slave trade expanded?

READ THIS:

Most of the African slave trade was carried on along the Guinea coast. The area was known as the "slave coast." Slave trading began with the seizing of Africans in this area. A slave trader described the method in these words:

> "The first business...is to satisfy the customs of the African king and leaders...Before we can deal with any person, we are obliged to buy all of the king's personal stock of slaves at a set price."

Who were these persons that were being sold to the slave traders?

> "Most of the slaves that are offered to us are prisoners of war, which are sold by the victors as their booty..."

The slave trade grew rapidly and it was soon expanded. People who were not prisoners of war were seized and sold. The slave traders also moved inland in search of slaves. They often brought back a great many Africans. A ship's captain in the slave trade reported:

> "They generally come back...bringing with them 1,500 to 2,000 slaves, who are sold to Europeans...and taken on board the ships."

The Africans who had been seized now began a life as slaves.

CHECKING UP:

Mark each of the following a FACT (F) or an OPINION (O).

____ 1. The slaves taken in the Guinea coast area were worth more than others.

____ 2. Slave traders had to buy slaves held by African kings and leaders.

____ 3. Slaves seized in the inland areas were worth more than other slaves.

____ 4. Prisoners of war were often sold as slaves.

____ 5. Europeans paid high prices for the slaves sold to them.

SKILLS EXERCISES:

A. FINDING THE IMPORTANT IDEAS

Put a check next to what you think are 3 IMPORTANT IDEAS in the reading selection.

____ 1. Slavery existed in ancient times.

____ 2. Slavery was brought to the Americas by Europeans.

____ 3. Black Africans were seized and taken as slaves to the Americas.

____ 4. Slavery in Africa and the Arab countries was not like slavery in the Americas.

____ 5. Slave traders moved inland in Africa.

B. UNDERSTANDINGS

Choose the correct answer.

1. "Most of the slaves that are offered to us are prisoners of war, which are sold by the victors as their booty."

This statement about the actions of the slave traders tells us that:

____ a. wars were very common among Africans.

____ b. Europeans wanted Africans to fight one another.

____ c. some Africans helped to provide slaves for the slave traders.

2. "They generally come back...bringing with them 1,500 to 2,000 slaves, who are sold to Europeans."

This statement shows that:

____ a. Europeans bought slaves from the slave traders.

____ b. great numbers of slaves were sold by slave traders.

____ c. both of the above are true.

C. CHECKING FOR DETAILS

On the basis of what you have read, mark each of the following statements TRUE (T), FALSE (F), or NOT INDICATED (N) in the reading selection.

____ 1. Slavery has existed in all parts of the world.

____ 2. Spain brought the first black slaves to the Americas.

____ 3. There was more slavery in Arab lands than in Africa.

____ 4. American colonists were more troubled about slavery than were the people of Europe.

____ 5. There were rich profits to be made from the slave trade.

____ 6. Slavery existed in many Arab lands and in Africa.

____ 7. The northern coast of Africa was known as the "slave coast."

D. IN YOUR OWN WORDS

On a separate sheet of paper, write ONE of the following short essays:

1. Why do you think slaves were wanted in the Spanish and English colonies in the Americas? Give your answer in at least 50 words.

2. Why do you think it was possible for a few slave traders to seize many thousands of people? Give your answer in at least 60 words.

E. LOOKING AHEAD

Racism is a major problem in the United States. Many people feel that American racism had its start in the slave trade in Africa. Do you agree? You might discuss this in class.

(End of Lesson 5)

21

STEP 1

KEY WORDS: Look up these words in the Glossary.

illegal imported approved

THINK ABOUT THIS:

1. Why were slaves branded by the slave traders?
2. What were the conditions under which Africans were sent to the Americas as slaves?

READ THIS:

Thousands of slaves were imported by American colonists. The importing of slaves did not become illegal in the United States until 1808. By that time tens of thousands of Africans had been shipped to America.

The people engaged in slave trading were interested in profits. They wanted to bring as many slaves as they could from Africa to America. This meant crowding as many slaves as possible aboard ships.

Before being taken aboard the ships the slaves were examined. One of the slave traders reported:

> "Those which are approved as good are set on one side...A burning iron, with the mark or name of the company lies in the fire ready to put our mark on the slave's breast."

The branding of slaves was done to show who "owned" that person. The pain of the branding was only the start of many cruel actions. An African who was seized as a slave later recalled:

> "I was soon put down under the decks ...I would have jumped over the side, but I could not...and I have seen some of these poor African prisoners most severely cut for attempting to do so."

Below decks the slaves were kept bound in chains.

> "The closeness of the place and the heat of the climate...almost suffocated us...and brought on a sickness of which many died...The shrieks of the women and the groans of the dying made the whole place a scene of horror."

CHECKING UP:

Mark each of the following a FACT (F) or an OPINION (O).

____ 1. Slave traders were interested in profits.

____ 2. Most slaves were not fit for the planned ship voyage.

____ 3. The slaves were kept below decks on the ships.

____ 4. The branding of slaves was done to show ownership.

____ 5. Many Africans tried to escape from the slave ships.

STEP 2

KEY WORDS: Look up this word in the Glossary.

wholesale

THINK ABOUT THIS:

1. What was the "Middle Passage"?
2. How did American colonists feel about slavery?

22

READ THIS:

Black Africans began their life as slaves in the deadly holds of the slave ships. These ships then began the "Middle Passage." This was the name given to the long voyage from Africa to America. Great numbers of slaves died during the trip. Those who lived through the "Middle Passage" were often taken to the West Indies. Many were later shipped to slave markets in the American colonies.

Millions of black Africans were seized as slaves. During the 1700s one British sea captain stated:

> "Bonny [present-day Nigeria]...was the wholesale market for slaves, since not fewer than 20,000 are sold here every year."

About 320,000 Africans were taken as slaves in that area in a twenty year period. Other African areas also suffered the same losses. Thousands died on the "Middle Passage" to America. No one knows how many people in Africa were seized as slaves. No one knows how many died on the voyage to America.

Slavery troubled many colonists in the Americas. They were also troubled by what took place on the slave ships. But slavery and the slave trade could bring rich profits. Some "leading" people in England and the American colonies owned slaves. Others were involved in the slave trade. They often allowed others to do the dirty work while they accepted the profits from slavery.

People came to the Americas for many different reasons. Europeans came in search of riches, farmland, and religious freedom. Black Africans came because they were forced to leave their homes in Africa. The Europeans came as free people. Black Africans were brought as slaves.

CHECKING UP:

Mark each of the following TRUE (T), FALSE (F), or NOT INDICATED (N) in what you have read.

____ 1. Most slave ships were not well built.

____ 2. Thousands died on the "Middle Passage" to America.

____ 3. Black Africans did not come to America because they wanted to come.

____ 4. More slaves were shipped from the area of "Bonny" than from any other part of Africa.

____ 5. Slavery did not bring rich profits.

SKILLS EXERCISES:

A. FINDING THE IMPORTANT IDEAS

Put a check next to what you think are 3 IMPORTANT IDEAS in the reading selection.

____ 1. Black Africans were seized and taken as slaves to the Americas.

____ 2. Slavery and slave trading could bring rich profits.

____ 3. Thousands of slaves died during the "Middle Passage."

____ 4. Present-day Nigeria was once one of the markets for slaves.

____ 5. Many colonists were troubled by the idea of slavery.

B. UNDERSTANDINGS

Choose the correct answer.

1. "The closeness of the place and the heat of the climate...almost suffocated us...and brought on a sickness of which many died."

This description DOES NOT deal with:

____ a. the overcrowding of the slave ships.

____ b. the problems of white slave traders in the interior of Africa.

____ c. conditions for Africans who were aboard the slave ships.

2. "I would have jumped over the side, but I could not...and I have seen some of these poor African prisoners most severely cut for attempting to do so."

This statement tells us:

____ a. how some Africans tried to escape from the slave ships.

____ b. how Africans aboard slave ships were kept under control.

____ c. both of the above.

C. CHECKING FOR DETAILS

On the basis of what you have read, mark each of the following statements a FACT (F) or an OPINION (O).

____ 1. Slavery existed in the Americas before the European settlers arrived.

____ 2. Africans seeking to escape from the slave ships were punished for their actions.

____ 3. American colonists were more troubled about slavery than were the people of Europe.

____ 4. There were rich profits to be made from the slave trade.

____ 5. More Africans died in the "Middle Passage" than in wars in Africa.

D. IN YOUR OWN WORDS

On a separate sheet of paper, write ONE of the following short essays:

1. How do you think the history of Africa was affected by the slave trade? Give your answer in at least 50 words.

2. The treatment of Africans seized for slavery was often worse than the treatment given to criminals at that time. What might have been some reasons for this bad treatment? Give your answer in at least 60 words.

E. LOOKING AHEAD

Slave traders operated in Africa on a large scale from 1700 to at least 1800. Several million Africans, mostly young people, were seized and sent out of Africa. What effect might this have had on Africa after 1800? You might discuss this in class.

(End of Lesson 6)

STEP 1

KEY WORDS: Look up these words in the Glossary.

purify official

THINK ABOUT THIS:

1. How did the Puritans get their name?
2. Why did the Puritans leave England?

DO THIS:

1. Locate England on a map.
2. Locate Holland on a map.

READ THIS:

In November 1620, a ship dropped anchor near the Cape Cod shore. This area is located in what is today known as Massachusetts.

The ship was named the "Mayflower." On board were about one hundred men, women, and children. Many, but not all, were English people who were called Puritans. Today they are also known as Pilgrims.

The Puritans had been given that name because of their religious beliefs. They wanted to "purify" the Church of England. Their actions angered the church leaders. The Puritans had also angered the English government. This was because religion in England was controlled by the king. The Church of England was the official church of the nation.

Many Puritans had been punished for their beliefs. Finally, one group left England. They found greater freedom in Holland, but they were not happy. The Puritans had left England but they thought of themselves as English. They feared their children would lose their sense of being English.

CHECKING UP:

Mark each of the following statements TRUE (T) or FALSE (F).

____ 1. The Puritans got their name for religious reasons.

____ 2. The king of England was angry at the leaders of the Church of England.

____ 3. One group of Puritans left Holland for England.

____ 4. The Mayflower was a ship that landed near the Cape Cod shore.

____ 5. The Puritans who no longer lived in England still thought of themselves as English.

STEP 2

KEY WORDS: Look up these words in the Glossary.

decision colony voyage

THINK ABOUT THIS:

1. Why were the Puritans leaving Holland for America?
2. Where did the Puritans intend to go in America?

READ THIS:

The Puritans in Holland had lived there for about ten years. They felt it was time to move. Their decision was to move to America. The Puritans hoped to find religious freedom in the English colony of Virginia.

Moving to America was a dangerous action. However, the Puritans had great faith in themselves and in their religion. They saw themselves as pilgrims, or travelers, seeking a holy place. That is why the Puritans came to be called "Pilgrims."

The Puritans, or Pilgrims, made an agreement with English merchants. The agreement allowed others to join them in the voyage. Together they would set up a new colony in America. The colony would be located within the area called Virginia.

Virginia was held by the English. This meant that the Puritans would be living under English rule in America. However, they could set up the life they wanted in their own colony. It was possible they might finally find their religious freedom.

With high hopes and faith in their religion, the Puritans prepared for the voyage to America.

CHECKING UP:

Mark each of the following a FACT (F) or an OPINION (O).

___ 1. The Puritans had many good leaders.

___ 2. Moving to America was not as dangerous as living in England.

___ 3. The Puritans saw themselves as pilgrims seeking a holy place.

___ 4. The Puritans hoped to find religious freedom in Virginia.

___ 5. The Puritans wanted to locate their American colony in the area of Virginia.

SKILLS EXERCISES:

A. FINDING THE IMPORTANT IDEAS

Put a check next to what you think are 3 IMPORTANT IDEAS in the reading selection.

___ 1. The Puritans left England for religious reasons.

___ 2. The Puritans angered the English government by their actions.

___ 3. The Puritans wanted to come to America for religious freedom.

___ 4. The Puritans had a great deal of courage.

___ 5. The Puritans feared that their children would lose their sense of being English.

B. CHECKING FOR DETAILS

On the basis of what you have read, mark each of the following TRUE (T) or FALSE (F).

___ 1. Puritans were punished for their religious beliefs.

___ 2. Religion was very important to the Puritans.

___ 3. The Puritans did not want to live under English rule in America.

___ 4. The Puritans planned to settle in the British held area of Virginia.

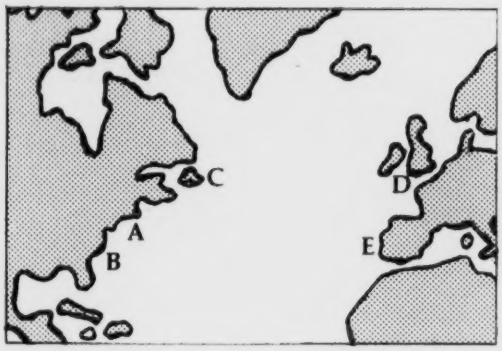
___ 5. Puritans thought of themselves as pilgrims seeking a holy land.

___ 6. Religion in England was under the control of the Church of England.

___ 7. The Mayflower sailed from Cape Cod to America.

C. MAP SKILLS

Look at the map below and answer the questions that follow:



Which letter on the map stands for:

____ 1. the Virginia area.

____ 2. England.

____ 3. the Cape Cod area of Massachusetts.

D. REASONS FOR ACTIONS AND EVENTS

1. Some Puritans moved to Holland.

The reason for this action was:

____ a. they wanted self-government.

____ b. a wish to remain English.

____ c. they wanted greater religious freedom.

2. The Puritans were punished by the English government.

The reason for this action was:

____ a. the demand by the Puritans for self-government.

____ b. the effort by the Puritans to "purify" the Church of England.

____ c. the demand by the Puritans for a colony in America.

3. The Mayflower dropped anchor near the Cape Cod shore.

The reason for this event was:

____ a. the Puritans were seeking a land not ruled by England.

____ b. the Puritans were seeking a new home in America.

____ c. the Puritans had come to America to purify the Church of England.

E. IN YOUR OWN WORDS

On a separate sheet of paper, write ONE of the following short essays:

1. What do you think religious freedom means? Why is it important? Write your answer in at least 50 words.

2. The Puritans who left England still thought of themselves as English. Why do you think they felt this way? If you had been a Puritan, would you also have felt this way? Write your answer in at least 60 words.

F. LOOKING AHEAD

The Puritans, or Pilgrims, who came to America are honored today on Thanksgiving Day. Do you think it is right they should be honored? You might want to discuss this in class.

(End of Lesson 7)

STEP 1

KEY WORDS: Look up these words in the Glossary.

boundaries unexplored crisis

THINK ABOUT THIS:

1. Why didn't the Pilgrims land in Virginia as they had planned?
2. Why did the Pilgrims draw up the Mayflower Compact?

READ THIS:

The Pilgrims had wanted to send two ships to America. However, one vessel proved unsafe. Only one ship, the Mayflower, could be used. Those who planned to go to Virginia crowded aboard the Mayflower. It set sail on September 16, 1620.

Land was sighted two months later and a crisis arose. They could see that they would not land within the boundaries of Virginia. Instead, the Mayflower had sailed far to the north of Virginia. In spite of the crisis, the Pilgrims decided to land. They would set up a colony in this new area.

The new colony would be located in an unexplored part of America. This meant the Pilgrims had to set up their own system of government.

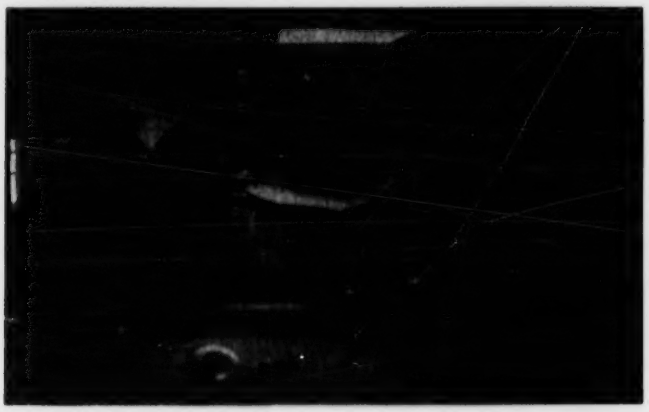
Before going ashore, the settlers drew up an agreement, or compact. The Mayflower Compact is one of the first efforts at self-government in America.

CHECKING UP:

Complete sentences 1-4 by filling in the correct words. Each word on the list can be used only ONCE.

unexplored	north	two
agreement	colony	ashore
	America	

1. The Mayflower sailed to lands that were _____ of Virginia.
2. The Pilgrims wanted to send _____ ships to _____.
3. The new _____ was in an _____ part of America.
4. The settlers drew up an _____ before going _____.



STEP 2

KEY WORDS: Look up these words in the Glossary.

mutually	combine	enact
governing	obedience	solemnly

THINK ABOUT THIS:

1. Why did the Pilgrims draw up the Mayflower Compact?
2. What was said in the Mayflower Compact?

READ THIS:

The Mayflower Compact was written in an old-fashioned style of English. However, its message is as clear today as it was in 1620. The Mayflower Compact declared that the signers:

> "...solemnly and mutually in the presence of God, and of one another... combine ourselves together."

The purpose of combining together was to:

> "...enact and frame such just and equal laws from time to time...as shall be thought... [best] for the general good of the colony unto which we promise obedience."

Put in modern English, the Compact would say:

> "We join as a group to better serve our purposes. We promise to pass fair laws that will be best for the good of all in the colony."

Why is the Mayflower Compact important? Because it shows that the new colonists wished to have self-government. They wanted to make their own rules for governing the colony.

The Mayflower Compact also showed a wish for the rule of law. This meant government by laws, not by officers sent by the king. The Pilgrims were willing to live under English rule. However, they wanted to be allowed a great deal of self-government.

CHECKING UP:

Mark each of the following a FACT (F) or an OPINION (O).

____ 1. The Mayflower Compact showed the Pilgrims wanted self-government.

____ 2. The Pilgrims thought that the English system of government was the best in the world.

____ 3. The Pilgrims promised just and equal laws in their colony.

____ 4. The Pilgrims made more promises in the Compact than they could keep.

____ 5. The Pilgrims had many good ideas for governing a colony.

SKILLS EXERCISES:

A. FINDING IMPORTANT IDEAS

Put a check next to what you think are 2 IMPORTANT IDEAS in the reading selection.

____ 1. The Pilgrims did not land in Virginia as they had planned.

____ 2. The Mayflower was one of the two ships chosen to make the trip to America.

____ 3. The Mayflower Compact sought greater self-government for the Pilgrims in America.

____ 4. The Pilgrims were willing to live under English rule.

____ 5. The Mayflower Compact was written in an old-fashioned style of English.

B. CHECKING FOR DETAILS

On the basis of what you have read, mark each of the following a FACT (F) or an OPINION (O).

____ 1. The Pilgrims were very religious people.

____ 2. The Mayflower Compact is the most important written statement of the colonial period.

____ 3. The Pilgrims were willing to live under English rule in America.

____ 4. The Pilgrims were not good sailors.

____ 5. The Pilgrims would have landed in Virginia if two ships had been used.

____ 6. The Pilgrims had always believed in self-government.

____ 7. The Pilgrims were lucky that they did not land in Virginia.

C. UNDERSTANDINGS

Choose the correct answer.

1. "We join as a group to better serve our purposes. We promise to pass fair laws that will be best for the good of all in the colony."

These words:

____ a. were actually written by the Pilgrims on the Mayflower.

____ b. were written before the Pilgrims left for America.

____ c. are what the Mayflower Compact might look like in modern English.

2. "[we] solemnly and mutually in the presence of God, and of one another... combine ourselves together..."

This part of the Mayflower Compact means that the signers:

____ a. were religious people.

____ b. joined together in the promise they were making.

____ c. put religion outside their action in forming a new type of government.

3. "[to] enact, and frame such just and equal laws from time to time as shall be thought... [best] for the general good of the colony, unto which we promise obedience."

In this part of the Mayflower Compact, the signers promise to:

____ a. obey the laws they make.

____ b. make their own laws.

____ c. do both of the above.

D. REASONS FOR ACTIONS AND EVENTS

Choose the correct answer.

1. The Mayflower Compact was written and signed.

The cause for this action was:

____ a. knowing the colony would not be located in Virginia.

____ b. fear of the English king.

____ c. a wish to give religious freedom to all.

30

2. The Pilgrims sailed for Virginia.

   The cause for this action was:

   ____ a. the decision to set up a colony in America.

   ____ b. a wish to gain greater religious freedom.

   ____ c. both of the above.

3. The Pilgrims sailed for Virginia on a single ship, the Mayflower.

   The reason for this action was:

   ____ a. it was one of two ships they planned to use.

   ____ b. one of the vessels they planned to use was unsafe.

   ____ c. both of the above.

E. IN YOUR OWN WORDS

On a separate sheet of paper, write ONE of the following essays:

1. Pretend you are a reporter in 1620. Write a 50 word article about the sailing of the Mayflower. Tell something about the Pilgrims and the reason they are sailing.

2. Pretend you are writing an article honoring the signers of the Mayflower Compact. What would you say? Write at least 50 words.

F. LOOKING AHEAD

The Pilgrims came to America in search of religious freedom. However, they did not grant religious freedom to others in their own colony. What message does this give us today? You might discuss this in class.

(End of Lesson 8)

31

STEP 1

KEY WORDS: Look up these words in the Glossary.

criticize libel

THINK ABOUT THIS:

1. Who was John Peter Zenger?
2. Who was William Cosby?
3. What was the cause of the problem between Zenger and Cosby?

READ THIS:

John Peter Zenger was a newspaper printer in colonial New York. His NEW YORK WEEKLY JOURNAL was read by many New Yorkers in 1734. They liked his attacks upon Governor William Cosby. Cosby had arrived from England only two years before. His many unwise actions were criticized by Zenger's newspaper.

Zenger knew he was taking a risk in attacking Governor Cosby. Everyone knew it was against the law to print criticism of the government. However, Zenger kept on printing his articles in spite of warnings.

Governor Cosby finally took action. He had Zenger arrested and charged with criminal libel. This did not stop Zenger's work. His wife kept on printing the paper while he was in jail. But Zenger was in serious trouble. He was kept in jail and could not get a lawyer to defend him.

After ten months in jail, Zenger finally found a lawyer who would take his case. The name of the lawyer was Andrew Hamilton. Though old and ill, Hamilton traveled from Philadelphia to New York to defend Zenger.

CHECKING UP:

Mark each of the following a FACT (F) or an OPINION (O).

____ 1. John Peter Zenger was a very good newspaper printer.

____ 2. Governor Cosby had too much power.

____ 3. In 1734 it was against the law to criticize the government in print.

____ 4. Andrew Hamilton was a very good lawyer.

____ 5. Zenger had trouble finding a lawyer to defend him.

STEP 2

KEY WORDS: Look up these words in the Glossary.

disobey falsehood

THINK ABOUT THIS:

1. What did the government think was a libel?
2. What did Andrew Hamilton think was a libel?
3. What did Hamilton want the jury to do?

READ THIS:

Andrew Hamilton knew Zenger had disobeyed the law. Zenger had known it was against the law to print any criticism of the governor. It was a clear case of Zenger having broken the law. In spite of this, Hamilton tried to defend the right of Zenger and others to criticize the government.

The law said that such criticism was a libel, even if it was the truth. Hamilton argued that criticism based on truth was not a libel. He told the jury that:

> "...the right of complaining is natural."

Hamilton declared that complaints should be stopped only if they were false. He then told the jury that:

> "...If you should be of opinion that there is no falsehood in Mr. Zenger's papers, you ought to say so."

Hamilton finished his speech to the jury with these words:

> "The question before the court and you...is not of small nor private concern, it is not the cause of a poor printer, not of New York alone."

Indeed, Hamilton warned:

> "It may...affect every freeman that lives under a British government on the main of America. It is the best cause. It is the cause of liberty."

CHECKING UP:

Mark each of the following TRUE (T) or FALSE (F).

____ 1. Andrew Hamilton felt the Zenger case was tied to the cause of liberty.

____ 2. Andrew Hamilton felt the Zenger case was a problem only to New York.

____ 3. Zenger did not know that he was breaking the law.

____ 4. Hamilton wanted the jury to find Zenger not guilty of libel.

____ 5. Hamilton knew that Zenger had broken the law by criticizing the governor.

STEP 3

KEY WORDS: Look up these words in the Glossary.

threaten democracy verdict

THINK ABOUT THIS:

1. How did the judge feel about the arguments made by Andrew Hamilton?
2. How did the jury feel about Andrew Hamilton's arguments?
3. How has the Zenger case affected the United States?

READ THIS:

The arguments presented by Andrew Hamilton were not accepted by the judge. He refused to accept the idea that criticism of the government was not a libel. The judge said it did not matter if the criticism was true. He directed the jury to decide only if Zenger had printed the criticism. If he had, he was guilty of libel.

The jury did not agree with the judge. They accepted the argument made by Hamilton and freed Zenger. The judge, a friend of the governor, was furious. He threatened to jail the jurors, but they stood by their verdict. Zenger was finally set free.

Hamilton had done more than win a case in court. The Zenger case helped to win a free press in the the English colonies. The right to criticize the government became part of the idea of democracy. It was later written into the Bill of Rights of the United States Constitution.

Hamilton's victory in court was made possible by the brave actions of the Zengers. They challenged the power of the colonial government. In doing this they helped to win the right of a free press. A free press and freedom of speech are important parts of our present-day American democracy.

CHECKING UP:

Mark each of the following TRUE (T), FALSE (F), or NOT INDICATED (N) in what you have read.

____ 1. The judge did not like Andrew Hamilton.

____ 2. The jury did not bring in the verdict the judge wanted.

____ 3. The Zenger case is the most important event in colonial history.

____ 4. The Zenger case has helped to win a free press in the United States.

____ 5. The judge ordered the jury not to consider whether Zenger had told the truth.

SKILLS EXERCISES:

A. FINDING THE IMPORTANT IDEAS

Put a check next to what you think are 2 IMPORTANT IDEAS in the reading selection.

____ 1. The Zengers were brave and stubborn people.

____ 2. Andrew Hamilton was a very good lawyer.

____ 3. Andrew Hamilton challenged the English ideas about libel in his defense of Zenger.

____ 4. The rights of a free press were gained as a result of the Zenger case.

____ 5. The jury in the Zenger case did not accept the advice of the judge.

B. UNDERSTANDINGS

Choose the correct answer.

1. "If you should be of the opinion that there is no falsehood in Mr. Zenger's papers, you ought to say so."

In making this statement to the jury, Andrew Hamilton was telling them that:

____ a. they were honest people.

____ b. they had a right to decide if Zenger's criticism of the governor was the truth.

____ c. they had a duty to read everything that Zenger had written about the governor.

2. "The question before the court and you...is not of small nor private concern, it is not the cause of a poor printer, not of New York alone."

These words by Andrew Hamilton were spoken in order to:

____ a. warn the governor not to jail Zenger.

____ b. tell the world that this was an important case for Mr. Hamilton.

____ c. help the jurors to know how important the Zenger case was to all the people in the colonies.

3. "It is the best cause. It is the cause of liberty."

These words by Andrew Hamilton:

____ a. had little effect upon the verdict.

____ b. have not been proven true by events since the time of the trial.

____ c. have been proven true by events since the time of the trial.

C. CHECKING FOR DETAILS

On the basis of what you have read, mark each of the following statements a FACT (F) or an OPINION (O).

____ 1. Mrs. Zenger was as good a printer as her husband.

____ 2. Governor Cosby was not a very smart man.

____ 3. Many New Yorkers liked to read Zenger's criticisms of the governor.

____ 4. Hamilton's defense of Zenger was based on the right of criticism.

____ 5. The judge did not accept the ideas put forward by Andrew Hamilton.

____ 6. The Zengers challenged the power of the government in the matter of libel.

D. UNDERSTANDING ISSUES

As you understand it, is each of the following a possible example of libel? If so, what makes it a libel? Write each answer in at least three sentences.

1. "John Tallbank is a known crook. He has been arrested many times in the past five years."

2. "Albert Gross is not the sort of person you would want for a friend."

3. "The mayor has stolen hundreds of thousands of dollars from the city."

E. LOOKING AHEAD

The Zengers won a great victory. It has given them a place in history. Zenger became the public printer for the New York colony in 1737 and for the New Jersey colony in 1738.

But do you think most Americans remember the Zengers and the work of Andrew Hamilton? Do most Americans really understand the importance of a free press? Do you understand it? You might want to discuss this in class.

(End of Lesson 9)

STEP 1

KEY WORDS: Look up these words in the Glossary.

bankrupt	bill of lading	plea
parliament	legal	pamphlet

THINK ABOUT THIS:

1. How had its wars with France affected the British government?
2. What was the Stamp Act and what was it supposed to do for the British?

DO THIS:

1. Locate Europe on the map.
2. Locate France on the map.
3. Locate England on the map.
4. Locate India on the map.
5. Locate North America on the map.
6. Locate Canada on the map.

READ THIS:

The French and Indian War ended in 1763. It was part of a larger war fought by France and Britain. That war was carried on in India, Europe, and North America for seven years. The British won the war, but the cost left the British government nearly bankrupt.

The British government needed money badly. It also needed to change the way it ruled its colonies. The king and his advisers decided to do both things. They put stricter controls on colonial trade and taxes.

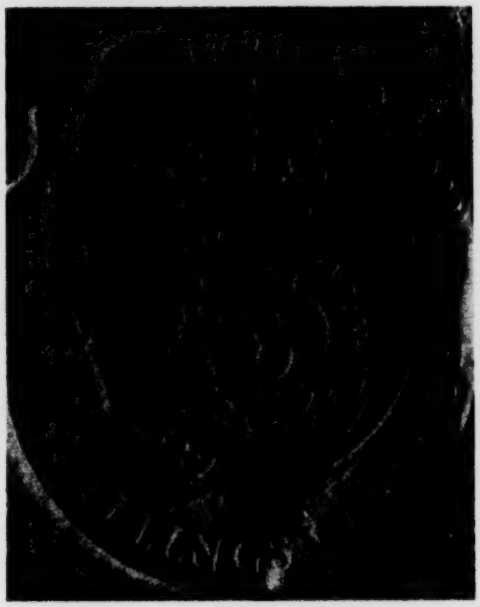
The new policies were supposed to help enrich Britain. It would then use the money to strengthen its army and navy. Britain could then protect its colonies and extend its power in the world.

One of the steps taken by the British Parliament was passage of the Stamp Act in 1765. It began by placing a tax on every:

> "...sheet or piece of paper, on which shall be...written or printed...any plea in any court of law within the British colonies and plantations in America."

The tax on legal papers was fairly small, but it annoyed the colonists. In addition to this tax, the Stamp Act went on to include for:

> "...any note or bill of lading...a stamp duty of four pence."
>
> "...every pack of cards, the sum of ten shillings...for every pair of dice, the sum of ten shillings."
>
> "...for every pamphlet and paper...a stamp duty of one half-penny...For every almanack or calendar...a stamp duty of two pence."



CHECKING UP:

Mark each of the following TRUE (T) or FALSE (F).

____ 1. The wars between Britain and France helped make Britain richer.

____ 2. Britain wanted to gain greater control over its colonies.

____ 3. The Stamp Act sought to put more controls upon what was printed in the newspapers.

____ 4. The stamp taxes on legal papers were very high.

____ 5. The stamp tax on cards and dice was the same as the tax on pamphlets.

STEP 2

KEY WORDS: Look up these words in the Glossary.

essential procure imposed restriction

THINK ABOUT THIS:

1. How did the colonies feel about the Stamp Act?
2. How did some colonists feel about the right of Britain to tax them?
3. What did some colonists want to do about the Stamp Act?

READ THIS:

The British government tried to explain its reasons for the Stamp Act. The Stamp Act promised that the money it raised would be kept:

> "...apart from all other monies."

The Act stated that the money raised would be used only to pay:

> "...the necessary expenses of defending, protecting and securing, the said colonies."

The promises made did not satisfy the American colonists. A storm of protest against the Stamp Act arose in the colonies. Delegates from nine colonies met in New York in October 1765. Calling themselves the Stamp Act Congress, they declared that:

> "...His Majesty's subjects in these colonies are entitled to all the...rights and privileges of his natural-born subjects within the kingdom of Great Britain."

The delegates went on to state:

> "...it is essential to the freedom of a people, and the undoubted rights of Englishmen, that no taxes should be imposed on them but with their own consent."

In addition, the delegates declared that:

> "...the only representatives of the people of these colonies are persons chosen by themselves; and no taxes...can be...imposed on them, but by their...[own] legislatures..."

The Stamp Act Congress closed its statement by declaring:

> "...it is the duty of these colonists...to procure the repeal of the act for granting and applying certain stamp duties ...and other acts for the restriction of the American commerce..."

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CHECKING UP:

Mark each of the following a FACT (F) or an OPINION (O).

____ 1. The colonists wanted the same rights as those given to people in England.

____ 2. The British were wrong to pass the Stamp Act.

____ 3. The Stamp Act Congress wanted an end to the Stamp Act.

____ 4. The Stamp Act Congress declared that only people elected by the colonists could tax them.

____ 5. Most colonists supported the demands of the Stamp Act Congress.

SKILLS EXERCISES:

A. FINDING THE IMPORTANT IDEAS

Put a check next to what you think are 2 IMPORTANT IDEAS in the reading selection.

____ 1. American colonists did not like to pay taxes.

____ 2. The British government needed money after its wars with France.

____ 3. The British had won the war against France.

____ 4. The Stamp Act was a bad idea.

____ 5. The British government and the American colonists had different ideas about taxes and representation.

B. CHECKING FOR DETAILS

On the basis of what you have read, mark each of the following statements TRUE (T), FALSE (F), or NOT INDICATED (N) in the reading selection.

____ 1. Protests against the Stamp Act were really a fight to end British rule in America.

____ 2. Britain had a right to ask for more money from the colonists.

____ 3. The Stamp Act was passed by the British Parliament.

____ 4. The tax on cards and dice was the most hated part of the Stamp Act.

____ 5. The colonists were unfair in their criticism of the Stamp Act.

____ 6. It was hard to collect money under the Stamp Act.

____ 7. The colonists argued that only their own legislatures could tax them.

C. UNDERSTANDINGS

Choose the correct answer.

1. "His Majesty's subjects in all these colonies are entitled to all the...rights and privileges of his natural-born subjects within the kingdom of Great Britain."

This statement by the Stamp Act Congress shows that they:

____ a. wanted to end rule by Great Britain.

____ b. thought of themselves as British subjects.

____ c. felt the Stamp Act was unfair.

2. "...any plea in any court of law within the British colonies..."

This part of the Stamp Act affected:

____ a. commerce.

____ b. legal matters.

____ c. a free press.

3. "...the only representatives of the people of these colonies are persons chosen by themselves; and no taxes can be...imposed on them, but by their... [own] legislatures."

This statement by the Stamp Act Congress shows they believed that:

____ a. the colonies ought to be free from British rule.

____ b. only their own elected legislatures could tax the colonists.

____ c. the Stamp Act was unfair and was not lawful.

D. IN YOUR OWN WORDS

On a separate sheet of paper, write ONE of the following essays:

1. Which of the Stamp Act taxes do you think was most reasonable? Which one of the taxes do you think was most unreasonable? Explain your choices in at least 60 words.
2. What do you think are the TWO most important points made by the Stamp Act Congress? Why? Write your opinion in at least 80 words.

E. LOOKING AHEAD

It has been said the Stamp Act was a bad tax. Many people feel that a "good" tax ought to:

a. raise money.

b. be easy to collect.

c. have few or no bad effects upon people and businesses.

You might want to discuss this in class in terms of the Stamp Act and some of our present-day taxes.

(End of Lesson 10)

STEP 1

KEY WORDS: Look up these words in the Glossary.

rumor	petition	boycott
testify	submit	compel
	repeal	

THINK ABOUT THIS:

1. How did Benjamin Franklin feel about the Stamp Act?
2. How did the colonists protest against the Stamp Act?
3. What finally happened to the Stamp Act?

READ THIS:

Benjamin Franklin was one of the important colonists against the Stamp Act. Franklin was in England in 1765. A committee of the British House of Commons asked him to testify about the Stamp Act. Franklin stretched the truth, but his words showed how many colonists felt. Here is some of what he told the committee:

"Q. What is your name...?
A. Franklin, of Philadelphia.

Q. Are not the colonies...able to pay the stamp duty?
A. In my opinion there is not gold and silver enough in the colonies to pay the stamp duty for one year.

Q. Do you think it right that America should be protected by this country and pay no part of the expense?
A. That is not the case. The colonies raised, clothed, and paid during the last war, near 25,000 men, and spent many millions.

Q. Do you think the people of America would submit to pay the stamp duty?
A. No, never, unless compelled by force of arms."

Franklin gave his testimony in a polite form. That same year the Stamp Act Congress also acted politely in its protest. However, some colonists were not so polite. In November 1765, the British governor of Virginia wrote to officials in Great Britain. He told of rumors that when the General Court met:

> "...parties would come down from most parts of the country to seize on and destroy all Stamped Papers."

The rumors proved true. Colonel Mercer was in charge of stamp tax collection in Virginia. He arrived in Williamsburg, Virginia, a few days later. The governor reported on how the colonel was greeted:

> "[a large number of people]...I should call it a mob, did I not know that it was chiefly if not altogether composed of gentlemen of property...met Colonel Mercer...and demanded of him whether he would resign...as Distributor of the Stamps..."

The colonel resigned his position as Stamp Act collector that night.

The colonists waged a fierce battle against the Stamp Act. Petitions and boycotts helped organize the protest of the colonists. There were also some threats of violence such as those used against Colonel Mercer.

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The Stamp Act was finally repealed in May 1766. It was a great colonial victory. However, it also seemed to stress the British nature of the colonists. For example, the New York Assembly celebrated by voting to erect a statue. The statue honored the British king.

SKILLS EXERCISES:

A. FINDING THE IMPORTANT IDEAS

Put a check next to what you think are 2 IMPORTANT IDEAS in the reading selection.

____ 1. Benjamin Franklin spoke against the Stamp Act.

____ 2. Colonial protests against the Stamp Act took many forms.

____ 3. The British stamp collector in Virginia was forced to resign.

____ 4. Colonial protests forced Britain to repeal the Stamp Act.

____ 5. The Stamp Act Congress was a polite form of protest.

B. UNDERSTANDINGS

Choose the correct answer:

____ 1. Colonel Mercer was:
   a. against the Stamp Act.
   b. in charge of collecting the stamp tax.
   c. the governor of Virginia.

____ 2. The British governor:
   a. wanted an end to the stamp tax.
   b. was in favor of polite protests against the stamp tax.
   c. warned that some colonists might try to destroy the stamped papers.

____ 3. The Stamp Act was passed in 1765 and:
   a. was repealed the same year.
   b. was never repealed.
   c. was repealed the next year.

C. CHECKING FOR DETAILS

On the basis of what you have read, mark each of the following statements TRUE (T), FALSE (F), or NOT INDICATED (N) in the reading selection.

____ 1. Benjamin Franklin was the best known American to the British.

____ 2. The British governor of Virginia warned there might be trouble with the colonists.

____ 3. Colonel Mercer did not know he was in danger.

____ 4. Benjamin Franklin warned that the stamp tax could not be collected.

____ 5. Colonel Mercer was forced to resign his position as collector of the stamp tax.

____ 6. The repeal of the Stamp Act was seen by colonists as a step toward freedom from British rule.

____ 7. Petitions and boycotts were used by the British to make the colonists pay the stamp tax.

D. IN YOUR OWN WORDS

On a separate sheet of paper, write ONE of the following essays:

1. In your opinion, was the testimony of Benjamin Franklin important? Did it greatly help in getting Britain to repeal the Stamp Act? Give reasons for your answer in at least 65 words.

2. New Yorkers erected a statue to the king of England after the repeal of the Stamp Act. Why do you think this was done? How do you think the British people felt when they heard about it? Give your answer in at least 65 words.

E. LOOKING AHEAD

Some colonists in Virginia used a threat of violence in their protest against the Stamp Act. Actual violence was used by other colonists in other places.

Do you feel that violence or the threat of violence can ever be justified? Do you agree that violence, even when it succeeds, only leads to further violence in the future?

You might want to discuss this in class in terms of violence and the threat of violence in our own times.

(End of Lesson 11)

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STEP 1

KEY WORDS: Look up these words in the Glossary.

victory threat monarch
opposed imported

THINK ABOUT THIS:

1. Why did American colonists feel less need for protection after the French and Indian War?
2. Who were the Whigs and how did they feel about the actions of the king?
3. Who were the Tories and how did they feel about the actions of the king?

READ THIS:

Great Britain defeated France in the French and Indian War. The victory helped change British feelings about its American colonies. It also changed how some American colonists felt about British rule.

After 1763, France was no longer a threat to the colonists. There was also less danger of France helping the Native Americans. American colonists now felt little need for British protection. This led colonists to argue against taxes to pay for such protection.

The British government did not agree with the colonists. The king and his supporters wanted greater control over the colonies. They also wanted to use the colonies to enrich Britain.

British supporters of the monarchy were known as Tories. They were very loyal to the monarch, whether it was a king or queen on the throne. There were also Tories in the colonies. They were often called "loyalists."

Of course, not everyone in Britain favored the king's actions. There were people who opposed more power for the monarchy. They were called Whigs in Britain. The Whigs did much to try to help the American colonists.

Winning the French and Indian War gave the Tories greater power. They wanted to use that power to gain more direct control over the colonies. That control would help Britain raise money through new taxes.

The Tories tried to gain control over the colonies from 1763 to 1773. Their actions were opposed by Whigs in Britain and in the colonies.

In 1767 the British Parliament passed a series of taxes. They were named for Charles Townshend, a Tory leader of the government. He felt that Great Britain had to raise more money from the colonies. Taxes were placed on goods imported by the colonists. The goods taxed included glass, lead, paper, and tea. This was bad news for the colonists, and especially for many merchants.

Some colonists set out to defeat the tax program. Tax dodging and smuggling were used by merchants and others. British officials took some strong actions to enforce tax laws. Feelings grew steadily worse between the colonists and British officials.

CHECKING UP:

Mark each of the following TRUE (T), FALSE (F), or NOT INDICATED (N).

____ 1. The Tories wanted the king to have greater control over the colonies.

____ 2. Colonial merchants used tax dodging and smuggling to avoid paying taxes.

___ 3. The end of the French and Indian War gave the Tories less power.

___ 4. The Whigs favored the king's program.

___ 5. George III did not think that force had to be used against the colonists.

STEP 2

KEY WORDS: Look up these words in the Glossary.

dispute unlawful harsh
opposed subdued

THINK ABOUT THIS:

1. How did the Boston Massacre and the Boston Tea Party affect the British Tories?
2. What did the king and some of his Tory supporters think ought to be done about the colonists?

READ THIS:

A dispute in Boston in 1770 led to the killing of several colonists. The action became known as the Boston Massacre. It shocked and angered many people in Britain and the colonies. The fear grew that the tax problem could lead to more bloodshed.

The British finally took steps to repeal some of the taxes. This did not help matters much. The British still needed to find ways to raise money. A new tax on tea in 1773 led to the Boston Tea Party. British Tories were angered and the government took strong action against Boston.

The Tories saw the problem as a matter of "law and order." They felt the colonial actions were unlawful. Many Tories called for stronger action by the British government. Samuel Johnson was a leading British writer of the time. He was angered by the colonists and their Whig supporters in Britain. In 1775 he wrote that he wished the colonial protests might end without bloodshed. But then he went on to express the harsh view:

> "...that the rebels may be subdued by terror rather than by violence."

Johnson did not care that the colonists were not really "rebels." To the Tories anyone who opposed the king was a "rebel" who needed punishment.

This Tory view was backed by many American loyalists. One such loyalist, Daniel Leonard, wanted any colonist who opposed the king to:

> "...be hanged by the neck, and then cut down alive...and burned while he is yet alive."

The feelings of British Tories were at least partly shared by the king. In November 1774, King George III told his prime minister, Lord North:

> "I am not sorry that the line of conduct seems now chalked out... The New England governments are in a state of rebellion, blows must decide whether they are to be subject to this country [Britain] or independence."

These harsh words were supported by many in Parliament. The Earl of Sandwich is sometimes best remembered for making the "sandwich" popular. He did this so he could keep gambling without missing his meals. But the Earl also had time to give his Tory views of the colonists. He asked:

> "Are these the men to fright us from the post of honor?"

The Earl went on to give his opinion that:

> "The very sound of cannon would carry them off...as fast as their feet could carry them."

By late 1774 many Tories were ready to teach the colonists a lesson. They had few doubts they could break the spirit of those who opposed the king's program.

CHECKING UP:

On the basis of what you have read, mark each of the following statements TRUE (T), FALSE (F), or NOT INDICATED (N) in the reading selection.

____ 1. George III was not a very good king.

____ 2. Whigs were better friends of the colonists than were the Tories.

____ 3. The colonists did many things that were sure to anger the king.

____ 4. The Tories looked upon problems with America as a matter of law and order.

____ 5. George III felt that problems with the colonies could be settled by peaceful means.

SKILLS EXERCISES:

A. FINDING IMPORTANT IDEAS

Put a check next to what you think are 2 IMPORTANT IDEAS in the reading selection.

____ 1. There were Tories and Whigs in Great Britain.

____ 2. The Tories wanted to increase the power of the king over the colonies.

____ 3. Many colonists did not agree with the tax laws passed by the British Parliament.

____ 4. Some Tories held harsh ideas about what to do with the colonists.

____ 5. Colonial protests took place in Boston.

B. CHECKING FOR DETAILS

On the basis of what you have read, mark each of the following a FACT (F) or an OPINION (O).

____ 1. Many American colonists were glad the British had won the French and Indian War.

____ 2. Charles Townshend was a Tory leader of the British government.

____ 3. The British tax on tea was the most important tax on Americans.

____ 4. The British were to blame for the Boston Massacre.

____ 5. The Tories in America were known as loyalists.

____ 6. The king and his supporters wanted to use the colonies to enrich Britain.

____ 7. The Tea Act of 1773 led to the Boston Tea Party.

____ 8. King George III looked upon the colonists as rebels.

____ 9. There were few Tories in the American colonies.

____ 10. American colonial feeling about Britain changed after the French and Indian War.

C. UNDERSTANDINGS

Choose the correct answer.

1. Samuel Johnson said he wished that the colonial protests might end without bloodshed:

   "...and that the rebels may be subdued by terror rather than by violence."

   This meant that Samuel Johnson favored:

   ____ a. finding peaceful ways of settling problems with the colonists.

   ____ b. using terror to crush the colonists before any fighting took place.

   ____ c. any action that might bring peace in the colonies.

2. "...blows must decide whether they are to be subject to this country [Britain] or independence."

   These words by George III shows that he:

   ____ a. wanted to help gain peace with the colonists.

   ____ b. felt that force must now be used against the colonists.

   ____ c. wanted the colonists to gain their independence.

D. IN YOUR OWN WORDS

On a separate sheet of paper, write ONE of the following essays:

1. Look at the statements made by King George III and the Earl of Sandwich. What does this tell you about how they felt about problems with the American colonists? Write your answer in at least 70 words.

2. If you were living in the 1770s, what advice would you have offered to the British Tories? Write that advice and the reasons behind it in at least 60 words.

E. LOOKING AHEAD

It has been said that "reckless words lead to reckless acts." What do you think this means? Were the Tories reckless in their use of words? Did this worsen Britain's problems with the American colonies?

You might want to discuss this in class.

(End of Lesson 12)

STEP 1

KEY WORDS: Look up these words in the Glossary.

defy	revenue	orator
treason	legislative	

THINK ABOUT THIS:

1. Who was Patrick Henry?
2. How did Patrick Henry feel about his loyalty to the British king?

READ THIS:

King George III and the Tories had two main aims. One aim was to refill the nearly empty British treasury. New taxes were to be used to bring in the needed revenue. The second aim was to increase the power of the king.

Giving the king more power meant reducing the power of Parliament in Britain. It also meant giving the king more control over the colonies.

Many American colonists were loyal to the king. They accepted the new British policies. However, there were other colonists who did not accept the policies. They feared that the British would destroy American trade and curb colonial liberties.

The Stamp Act of 1765 was protested by many colonists. The Act was soon repealed, but the damage had been done. By this time many colonists were ready to defy the king. One of these colonists was Patrick Henry. He was a member of the Virginia legislature, the house of Burgesses. Patrick Henry shocked many in that legislative body when he made a speech warning that:

> "Caesar had his Brutus; Charles the First, his Cromwell; and George the Third..."

The Speaker of the House cried out "Treason" as a warning at this point. But the young orator continued boldly with his own warning that George the Third:

> "...may profit by their example. If this be treason, make the most of it."

This was very daring. After all, Caesar had been killed by Brutus and others in ancient Rome. Charles the First had ruled England in the 1640s. He had been overthrown and beheaded. England was then ruled by a republic, led by Oliver Cromwell, for the next ten years. All this was well known and people wondered about Patrick Henry's speech. Did he mean to warn the king that the colonists might try to overthrow rule by the king?

BEST COPY AVAILABLE

The Tories were angered by colonial protests and actions. But there were also many angry colonists. They talked about taking bolder steps against the British officials.

Many colonists were giving up their feelings of loyalty to Britain. Some even spoke of a new loyalty. This was a loyalty that went even beyond the feelings they felt for their colony. Patrick Henry showed this in 1774 when he told the First Continental Congress:

> "I am not a Virginian, but an American."

CHECKING UP:

Mark each of the following TRUE (T) or FALSE (F).

____ 1. King George III was not really interested in control over the colonies.

____ 2. Patrick Henry was a daring orator.

____ 3. The Stamp Act was repealed before it did much damage.

____ 4. The Tories wanted to use new taxes to refill the British treasury.

____ 5. Patrick Henry lived in the Virginia colony.

STEP 2

KEY WORDS: Look up these words in the Glossary.

disjoin purchase conflict disputes

THINK ABOUT THIS:

1. How did Jefferson feel about the colonial ties to Great Britain?
2. What did Patrick Henry want the Virginia Assembly to do?

READ THIS:

Disputes between the colonists and British officials grew worse in the 1770s. Still, old feelings were not easy to put aside. Thomas Jefferson was a leader in protesting many of the British actions. But in 1774 he said:

> "It is neither our wish nor our interest to separate from them [the British]... let them name the terms, but let them be just."

However, Jefferson warned that it must never be proposed that:

> "...our properties within our own territories shall be taxed or regulated by any power on earth but our own."

Jefferson went on to declare that:

> "The God who gave us life gave us liberty at the same time; the hand of force may destroy, but cannot disjoin them."

These were stirring words, but much stronger feelings were expressed by Patrick Henry. He lifted the colonial cause to a new level.

Riots in Massachusetts in 1775 had brought some strong British actions. Many colonists now drew back from any possible conflict with Britain. At that moment Patrick Henry called for action. In March 1775, he warned the Virginia Assembly:

> "Gentlemen may cry 'Peace, peace, peace,' but there is no peace. The war is actually begun...Why stand we here idle?"

He then went on to shout the words that made "liberty" a colonial battle cry:

> "What is it that gentlemen wish? What would they have? Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, Almighty God!"

Finally, he closed his speech with the famous words:

> "I know not what course others may take; but as for me, give me liberty, or give me death!"

Those words, spoken on March 23, burned into the spirit of America. Then, on April 18, British soldiers clashed with colonial "minutemen" at Lexington, Massachusetts. The American Revolution had begun.

For the next eight years American colonists rallied to the cry of "liberty or death." Today, more than two hundred years later, the words are known to all Americans.

CHECKING UP:

On the basis of what you have read, mark each of the following statements TRUE (T), FALSE (F), or NOT INDICATED (N) in the reading selection.

____ 1. Patrick Henry did not like most British officials.

____ 2. Thomas Jefferson did not want to pay any taxes.

____ 3. Thomas Jefferson felt that God had given life and liberty to the colonists.

____ 4. Patrick Henry warned that war with Britain had actually begun.

____ 5. Patrick Henry did not agree with the things said by Thomas Jefferson.

SKILLS EXERCISES:

A. FINDING THE IMPORTANT IDEAS

Put a check next to what you think are 2 IMPORTANT IDEAS in the reading selection.

____ 1. Patrick Henry was a famed orator from Virginia.

____ 2. Thomas Jefferson expressed the feelings of colonists who hoped to be able to remain under British rule.

____ 3. The Tories planned to give the king greater powers.

____ 4. Patrick Henry expressed the feelings of colonists who were ready to fight against British rule.

____ 5. "Liberty or death" became a battle cry for the colonists.

B. CHECKING FOR DETAILS

On the basis of what you have read, mark each of the following a FACT (F) or an OPINION (O).

____ 1. Many American colonists were glad Great Britain had won the French and Indian War.

____ 2. Patrick Henry was the best known member of the Virginia House of Burgesses.

____ 3. The Tories wanted to strengthen the king's powers.

____ 4. The British king had too much power.

____ 5. Some colonists feared that the British actions would curb colonial liberties.

____ 6. American colonists had as many liberties as people living in Britain.

____ 7. Patrick Henry used Julius Caesar as an example to warn King George III.

____ 8. The Stamp Act was repealed, but it damaged feelings between Britain and the colonies.

____ 9. Patrick Henry did not like the Tories.

____ 10. The Tories liked Jefferson more than they liked most other colonial leaders.

C. UNDERSTANDINGS

Choose the correct answer.

1. "I am not a Virginian, but an American."

These words by Patrick Henry showed a feeling that:

____ a. it was not important to be a Virginian.

____ b. he felt a sense of loyalty to all of America and not just to his colony or to Britain.

____ c. Britain was no longer very important.

2. Jefferson warned that it must never be proposed that:

"our properties within our own territories shall be taxed or regulated by any power on earth but our own."

This statement by Jefferson could be understood to mean:

____ a. the colonists would pay no taxes.

____ b. only the colonists had the right to pass tax laws for the colonies.

____ c. taxes had to be shared equally by Britain and the colonists.

3. "The God who gave us life gave us liberty at the same time; the hand of force may destroy, but cannot disjoin them."

This statement by Jefferson meant that he believed:

____ a. force can destroy life and liberty but it cannot separate them.

____ b. only God can grant liberty to people.

____ c. God would not want force to be used against liberty.

4. "Give me liberty, or give me death!"

These words by Patrick Henry meant that he:

____ a. was not afraid to die.

____ b. was ready to fight the British to win liberty.

____ c. would rather die than lose his liberty.

D. IN YOUR OWN WORDS

On a separate sheet of paper, write ONE of the following essays:

1. On the basis of what you have read, what do you think of Patrick Henry? Do you think you would have favored what he said if you had lived in the 1770s? Write your answers in at least 75 words.

2. It has been said that "hotheads on both sides were the real cause of the American Revolution." What does this mean? Do you agree? Give your answers in at least 75 words.

E. LOOKING AHEAD

After the Revolution, Patrick Henry never held an important national post in the United States.

After the Revolution, Thomas Jefferson was Secretary of State, Vice President, and the 3rd President of the United States.

How can we account for the very different roads of these two leaders of colonial life?

You might discuss this in class.

(End of Lesson 13)

STEP 1

KEY WORDS: Look up these words in the Glossary.

ignored	defy	militia
impudent	conflict	campaign

THINK ABOUT THIS:

1. Why was there a danger of conflict between Britain and the colonists?
2. How did Major Pitcairn feel about the colonists?

READ THIS:

The 1770s were a time of trouble for Britain and its American colonies. British efforts to control colonial legislatures angered Americans. The new British tax policies brought matters to a boil.

The Boston Massacre in 1770 ought to have warned both sides. In 1773 the Boston Tea Party gave Britain and the colonists another warning. Unless something was done, there was danger of a colonial revolt.

The danger signs were ignored by both sides. King George and the Tories in Parliament kept to their plans. In America many colonists continued to defy the British officials. Some of the colonists joined local militia groups. They carried on military drills and prepared for possible action. There was a growing danger that serious fighting might break out soon.

British military officers on duty in America were not worried. They felt the same as the Earl of Sandwich who thought:

> "...the very sound of a cannon would carry them [the colonists] off...as fast as their feet could carry them."

Major John Pitcairn was a British officer on duty in Boston. On February 14, 1775, he wrote to the Earl that:

> "I often wish to have orders to march to Cambridge and seize those impudent rascals."

Pitcairn was annoyed because:

> "...we have no orders to do what I wish to do, and what I think may easily be done — I mean to seize them all and send them to England."

Major Pitcairn was a soldier who believed in action, not words. A few weeks later he wrote another letter to the Earl of Sandwich. He declared:

> "I am satisfied that one active campaign, a smart action, and burning two or three of their towns, will set everything to rights."

CHECKING UP:

Mark each of the following a FACT (F) or an OPINION (O).

____ 1. The Earl of Sandwich was not a smart person.

____ 2. Major Pitcairn was very brave.

____ 3. Major Pitcairn was looking for action.

____ 4. Many colonists liked carrying on military drills.

____ 5. British military officers in America were not worried about the colonists.

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STEP 2

KEY WORDS: Look up these words in the Glossary.

obliged threat embarked

THINK ABOUT THIS:

1. What happened at the town of Salem?
2. Why were British soldiers marching toward Concord?

READ THIS:

Major Pitcairn was not the only one who wished for action. There were plenty of colonists ready for a fight if it came. The colonists living near Salem, Massachusetts soon got their chance.

In February 1775, a force of 240 British regulars was ordered to Salem. They were led by a Colonel Leslie. His orders were to seize ammunition and guns stored in Salem by the colonists. It did not seem a difficult task, but the colonel ran into problems. Angry colonists soon appeared. They refused to allow the British soldiers across a drawbridge leading into the town. Colonel Leslie warned Captain Felt, who was leading the colonists:

> "...that he should be obliged to fire upon the people...if they did not lower the bridge."

The threat had no effect upon the colonists and:

> "Captain Felt told him if the troops did fire they would all be dead men."

Colonel Leslie realized that his troops were in real danger. Luckily, a face-saving arrangement managed to prevent bloodshed at Salem. The colonists agreed to draw back and allow the British soldiers to cross the drawbridge. In return, the British agreed to turn back after crossing the bridge. The agreement was successful and the soldiers did not enter Salem. However, it was not always possible to make arrangements to prevent fighting. This was made clear two months later.

The colonists near Boston kept a close watch on British troops in the city. A serious problem arose in that area. It was reported that in the evening of April 18, about 600 British soldiers, including Major Pitcairn:

> "...embarked and were landed upon the opposite shore of Cambridge Marsh."

It seemed that Major Pitcairn would finally get his wish to "seize those impudent rascals."

Pitcairn and his troops had two tasks. One task was to arrest John Hancock and Samuel Adams, two colonial leaders. The second task was to seize colonial arms and ammunition stored in the village of Concord.

The colonists had feared such a British move. Two colonists, William Dawes and Paul Revere, rode out during the night to spread the alarm. They were arrested before reaching Concord but it did not matter. The "minutemen" militia were warned and began to move toward Concord. The events that night won a place in American history for Paul Revere.

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CHECKING UP:

On the basis of what you have read, mark each of the following statements TRUE (T), FALSE (F), or NOT INDICATED (N) in the reading selection.

____ 1. Colonel Leslie was not a very brave soldier.

____ 2. Colonists at Salem kept the British soldiers from carrying out their orders.

____ 3. The British soldiers going to Concord wanted to arrest John Hancock and Samuel Adams.

____ 4. Paul Revere tried to spread the alarm that the British were moving toward Concord.

____ 5. Major Pitcairn was happy to be going to Concord.

SKILLS EXERCISES:

A. FINDING THE IMPORTANT IDEAS

Put a check next to what you think are 3 IMPORTANT IDEAS in the reading selection.

____ 1. American colonists were ready to fight against the British.

____ 2. Paul Revere tried to warn the colonists that the British were moving toward Concord.

____ 3. The British were ready to take military action against the colonists.

____ 4. British military officers in America were not worried about the colonists.

____ 5. Both Britain and the colonists ignored the warning signs of trouble.

B. CHECKING FOR DETAILS

Choose the correct answer.

____ 1. The British had come to Salem in search of:
- a. colonial leaders.
- b. arms and ammunition.
- c. the colonial legislature.

____ 2. Major Pitcairn favored:
- a. a face-saving arrangement with the colonists.
- b. taking British troops out of the colonies.
- c. taking strong steps against the colonies.

____ 3. The "warning signs" of the 1700s included:
- a. the Boston Massacre.
- b. the Boston Tea Party.
- c. both of the above.

____ 4. British troops were sent to Concord to:
- a. arrest colonial leaders.
- b. seize arms and ammunition.
- c. do both of the above.

C. UNDERSTANDINGS

Choose the correct answer.

1. "...a smart action and burning two or three of their towns, will set everything to rights."

This statement by Major Pitcairn shows that he:

____ a. respected the colonists as fighters.

____ b. did not think much of the colonists as fighters.

____ c. looked upon the colonists as people needing help.

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2. "Captain Felt told him if the troops did fire they would all be dead men."

This report of events at the Salem bridge shows that:

____ a. most of the trouble was caused by the colonists.

____ b. the British did not expect the colonists to fight.

____ c. the colonists were ready to fight if the British went too far.

3. It was reported on April 18 that British soldiers had:

"...embarked and were landed upon the opposite shore of Cambridge Marsh."

This report resulted in:

____ a. the alerting of the "minutemen" militia among the colonists.

____ b. the arrest of John Hancock and Samuel Adams.

____ c. both of the above.

D. IN YOUR OWN WORDS

On a separate sheet of paper, write ONE of the following essays:

1. In your opinion, how might fighting have been avoided between Britain and the colonists? Write your answer in at least 65 words.

2. What do you think were the main causes of the problems between Britain and its American colony? List at least 3 causes and tell something about each.

E. LOOKING AHEAD

How would the history of the United States have been different if Britain and its American colonies had settled their disputes?

You might discuss this in class.

(End of Lesson 14)

STEP 1

KEY WORDS: Look up these words in the Glossary.

disperse	foremost
oppose	crisis

THINK ABOUT THIS:

1. What caused the fighting at the town of Lexington?
2. What is the importance of the fighting at Lexington and Concord?

READ THIS:

April 19, 1775, is a date that will always live in American history. Let's try to go over the events of that day.

About 600 British soldiers had left the Boston area the night of April 18. The British were marching to Concord to seize two colonial leaders. They also were under orders to capture colonial arms and ammunition. However, warnings of the British moves had been passed along. Church bells rang in many towns, sounding the alarm. Many of the colonial "minutemen" militia soon gathered to stop the British.

Lexington was a town between Boston and Concord. When the British came to Lexington, a crisis arose. One of the British soldiers later reported:

> "We heard there were some hundreds of people collected together intending to oppose us and stop our going on..."

The soldiers did not intend to let a crowd of colonists stop them:

> "We still continued advancing, keeping prepared against an attack tho' without intending to attack them..."

The soldiers may not have meant to attack the colonists, but:

> "...on our coming near them they fired one or two shots, upon which our men without any order rushed in upon them, fired and put them to flight."

This was the way one of the British soldiers remembered that day. A very different story was later told by the Reverend Jonas Clark, a Lexington minister. He reported the day's events from the colonial point of view:

> "Capt. Parker, who commanded the militia company, ordered the men to disperse, and take care of themselves; and not to fire."

A little while later the British came into sight and:

> "...one of them, supposed to be an officer of rank, was heard to say to the troops...'We will have them' — upon which the troops huzza'd, and rushed furiously toward our men."

The Reverend Clark next reported that three British officers, including Major Pitcairn, advanced and:

> "One of them cried out 'ye villains, ye Rebels, disperse'...or words to this effect. One of them...said, 'Lay down your arms...' The foremost...with a loud voice, said to the troops, 'Fire! — By God, fire!' — which was instantly followed by a discharge of arms from the said troops."

CHECKING UP:

Mark each of the following a FACT (F) or an OPINION (O).

____ 1. The British soldiers were being sent to Concord to arrest the colonial leaders.

____ 2. The British were foolish to send troops to Lexington and Concord.

____ 3. The British troops were the first to fire at Lexington.

____ 4. If the British officers had remained calm there would have been no shooting at Lexington.

____ 5. Each side blamed the other for the shooting at Lexington.

STEP 2

KEY WORDS: Look up these words in the Glossary.

dismissed casualties rude
unfurl incident

THINK ABOUT THIS:

1. How did the colonists fight against the British at Lexington and Concord?
2. How did the British feel about the way the colonists fought?
3. How did General Gage feel about the fighting at Lexington and Concord?

READ THIS:

Who actually fired the first shots at Lexington remains a mystery. It may never be solved. However, the results of that exchange of shooting are well known. Several colonists were killed or wounded. The colonists fell back and the British moved on toward the village of Concord.

More shots were exchanged at the Concord bridge and the colonists were driven back. The British entered Concord but found almost no guns or ammunition. They also failed to arrest John Hancock and Samuel Adams. It was clear that the military effort had not been a success. The British force now began to march back to Boston.

Meantime, angry colonists had gathered along the road leading back to Boston. They opened fire upon the marching British soldiers. Most of the Americans fired from behind trees, houses, and stone fences. They poured a deadly hail of bullets upon the red-coated British troops.

The British suffered about 250 casualties, most of them wounded. The colonial losses are not known, but there were at least a few hundred. It was a very real battle, and the colonists believed it was a British defeat. Many British officers did not agree. They dismissed the incident in an offhand way. They felt the colonists were "cowards" who fired from hiding places.

General Thomas Gage was the British commander in Boston. His report to the British Secretary of War in London said only:

> "I have now nothing to trouble your Lordship with, but of an affair that happened here on the 19th instant..."

General Gage seems not to have been able to understand what was taking place. He soon had a rude awakening. Two months later, in June 1775, the British again faced the rifles of the colonists. General Gage lost more than 1,000 soldiers of a force of 2,500 in the fighting at Bunker Hill. In that same battle the glory-seeking career of Major Pitcairn ended with his death. By then it was clear that the American Revolution had truly begun.

Sixty-two years later, Ralph Waldo Emerson, wrote his "Concord Hymn." The poem gave true meaning to the events at Concord and Lexington. He wrote:

> "By the rude bridge that
> arched the flood,
> Their flag to April's
> breeze unfurled,
> Here once the embattled
> farmers stood,
> And fired the shot heard
> round the world."

CHECKING UP:

Mark each of the following TRUE (T) or FALSE (F).

____ 1. General Gage was very worried by the fighting at Lexington and Concord.

____ 2. The colonists fired upon the British from behind trees and houses.

____ 3. It is known that the British fired first at Concord.

____ 4. The British thought that the colonists fought like cowards.

____ 5. The British did not succeed in their effort to arrest Samuel Adams.

SKILLS EXERCISES:

A. FINDING THE IMPORTANT IDEAS

Put a check next to what you think are 2 IMPORTANT IDEAS in the reading selection.

____ 1. Major Pitcairn was anxious to carry the fight to the colonists.

____ 2. The British movement to Concord touched off the fighting with the colonists.

____ 3. There were losses on both sides in the fighting at Lexington and Concord.

____ 4. The fighting at Lexington and Concord showed the colonists would stand up to the British.

____ 5. British officers did not regard the colonists as very good fighters.

B. CHECKING FOR DETAILS

On the basis of what you have read, mark each of the following a FACT (F) or an OPINION (O).

____ 1. The colonial militia was warned about the British march to Concord.

____ 2. The colonists were as brave as the British soldiers.

____ 3. Major Pitcairn was one of the officers leading the British at Lexington.

____ 4. General Gage did not think much of the fighting at Lexington and Concord.

____ 5. The British were the first to fire at Lexington.

____ 6. The colonists were the first to fire at Lexington.

____ 7. The British suffered many killed and wounded on the march back to Boston.

____ 8. The colonists felt that they had been right in shooting at the British.

____ 9. General Gage did not want to tell the truth about the fighting to the British Secretary of War.

____ 10. The British military effort at Concord was not a success.

C. UNDERSTANDINGS

Choose the correct answer.

1. "I have now nothing to trouble your Lordship with, but of an affair that happened here on the 19th instant..."

This part of the report given by General Gage shows that:

____ a. he was a poor general.

____ b. he did not fully understand the importance of the events at Lexington and Concord.

____ c. the fighting at Lexington and Concord was really not very important.

2. "Capt. Parker, who commanded the militia company, ordered the men to disperse, and take care of themselves; and not to fire."

This colonial report of what took place at Lexington seems to show that the colonists:

____ a. were afraid of the British soldiers.

____ b. knew how to follow orders.

____ c. did not want to start a fight or fire the first shots.

3. "And fired the shot heard round the world."

These words in the poem, "Concord Hymn" should be understood to mean that:

____ a. the colonists proved they were brave fighters.

____ b. the colonists fought for liberty and their effort was heard around the world.

____ c. the fighting at Lexington and Concord was a terrible thing.

D. IN YOUR OWN WORDS

On a separate sheet of paper, write ONE of the following essays:

1. Church bells called the colonial militia to their posts at Lexington. It meant danger was near. Samuel Adams is said to have heard the bells and said to John Hancock, "What a glorious morning this is! I mean for America."

In your opinion, was it a "glorious morning" for America? What might have led Adams to make such a statement? Give your answer in at least 75 words.

2. Do you think it really matters whether the colonists or the British fired first at Lexington? Give reasons for your answer in at least 65 words.

E. LOOKING AHEAD

Read the poem "Concord Hymn" in the reading selection again. What do you think the poet was trying to say?

Most of the people who had fought in the Revolution were dead when the poem was printed. Those who were alive were in their eighties or nineties. How do you think they felt about the poem?

Does the poem have a message for us today?

You might discuss these questions in class.

(End of Lesson 15)

STEP 1

KEY WORDS: Look up these words in the Glossary.

revenue petition
pleaded sympathy reforms

THINK ABOUT THIS:

1. How did some British Whigs feel about the problems of the colonists?
2. What did King George III want to do about the problems with America?

READ THIS:

The American Revolution did not begin as an effort for independence. At first most colonists only hoped for some reforms. They wanted to limit the British government in matters of taxation, trade, and personal rights.

The colonists could count on some Whigs in Britain for support. When the news of fighting at Lexington reached Britain, many Whigs were shocked. They felt the British government had been wrong in its actions. Some Whigs in the Parliament wore black clothing to show their sympathy for the colonial cause.

Whig feelings had been stated even before the fighting at Lexington. In January 1775, a leading Whig told the British House of Lords:

> "When your lordships look at...America, when you consider their decency, firmness, and wisdom, you cannot but respect their cause, and wish to make it your own."

Sympathy for the colonists was also expressed in the House of Commons. The Whig leader, Edmund Burke, said:

> "My hold of the colonies...grows from common names...from similar privileges and equal protection."

He then pleaded with the British government:

> "Let us get an American revenue as we have got an American empire. English privileges have made it all that it is; English privileges will make it all it can be."

The calls for better understanding of the colonists had little effect upon the Tories. In July 1775, King George III refused even to accept a petition from the colonial Continental Congress. His reply to this "olive branch" petition was to declare that the Americans were rebels. He was no doubt influenced by the Lexington and Concord fighting three months earlier.

In October 1775, the king told the British Parliament:

> "The rebellious war [in America]...is carried on for the purpose of establishing an independent empire."

This statement by the king was not based on facts. There had been no demand for independence by colonial leaders up to that time. But the king was angry and was in no mood to bother with facts. He went on to tell the Parliament:

> "The spirit of the British nation is too high...to give up so many colonies which she has planted...and protected and defended at much expense of blood and treasure."

The king was now speaking words that Tories understood. They called for action and one member warned:

> "We have been too long deaf;...our thunders must go forth; America must be conquered."

CHECKING UP:

Mark each of the following a FACT (F) or an OPINION (O).

____ 1. British Whigs had more sympathy for the colonists than the Tories had.

____ 2. King George III had a very bad temper.

____ 3. Edmund Burke felt that English privileges held the colonies and Britain together.

____ 4. King George III felt that the colonies must remain under British rule.

____ 5. The colonists at first wanted reform, not independence.

STEP 2

KEY WORDS: Look up these words in the Glossary.

endowed	unalienable	abolish
assent	imposing	tyrant
condemned	pursuit	depriving

THINK ABOUT THIS:

1. What did the writers of the Declaration of Independence feel were the unalienable rights of people?
2. What charges does the Declaration of Independence make against King George III?

READ THIS:

The fighting at Lexington and Concord had angered the Tories. They wanted action against the colonists. Many of the colonists were just as angry as the king and his officials. A feeling grew in the colonies that they ought to become an independent nation.

Fighting went on in America during 1775 and 1776. A Continental army was formed by the colonists. It was led by George Washington. Finally, on July 4, 1776, the Continental Congress adopted the Declaration of Independence. It began by stating:

> "We hold these truths to be self-evident; that all men are created equal, that they are endowed by their Creator with certain unalienable rights..."

The Declaration then went on to list some of those rights by saying:

> "...that among these are life, liberty, and the pursuit of happiness."

These were not the only rights of the people. The Declaration went on to say that people have the right to change or abolish governments if good reasons exist. Next it tried to show that the colonists had good reasons to seek independence. It presented many charges against the king. For example:

> "He has refused his assent to laws... necessary for the public good."

In addition, the Declaration stated that the king had:

> "...sent hither [to America] swarms of officers."

Next the Declaration condemned the king and his government:

> "For quartering large bodies of armed troops among us...
> For cutting off our trade with all parts of the world...
> For imposing taxes on us without our consent...
> For depriving us, in many cases, of the benefits of trial by jury..."

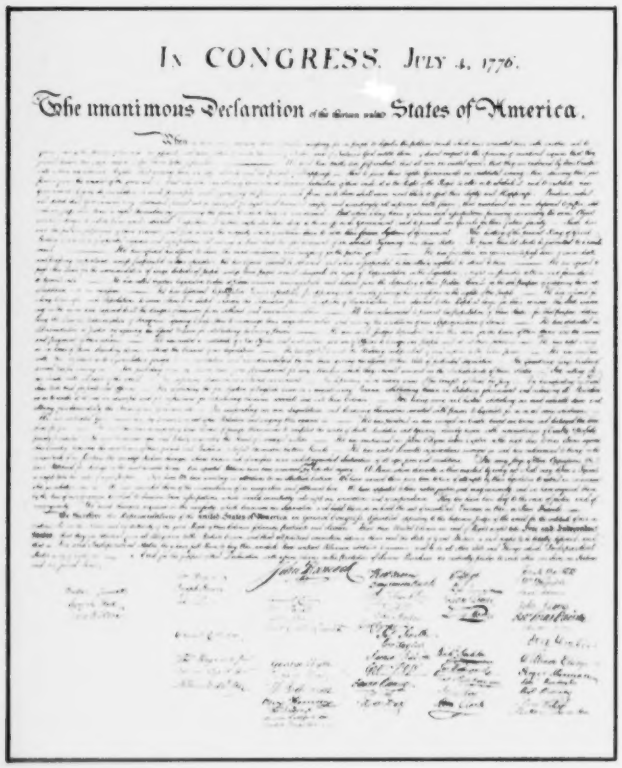
This was followed by a bitter attack upon the king. It noted that:

> "A prince whose character is thus marked by every act which may define a tyrant, is unfit to be the ruler of a free people."

Finally, the Declaration ended with the words:

> "We, therefore, the representatives of the United States of America...do, in the name and by the authority of the good people of these colonies...declare, that these united colonies are, and of right ought to be, free and independent."

The Declaration of Independence was a shock to some Americans. After all, Britain was the most powerful nation in the world. But the idea of gaining independence was accepted with joy by many colonists.


IN CONGRESS. JULY 4, 1776.

The unanimous Declaration ... States of America.

The cause of independence was strongly supported by Abigail Adams. She was the wife of the revolutionary leader, John Adams. On July 21, 1776, she wrote to her husband from Boston. The letter told how she had gone to hear the Declaration read. After it was read:

> "...the cry from the balcony was 'God save our American states.' After dinner, the King's Arms were taken down from the State House...and burnt in King Street."

She closed with the words:

> "Thus ends royal authority in this State. And all the people shall say Amen."

CHECKING UP:

Complete sentences 1-5 by filling in the correct words. Each word can be used only ONCE.

officers	spirit	equal
imposing	nation	authority
	consent	

1. The Declaration declared that all men were created _____ by their Creator.
2. King George III was declared to have sent swarms of _____ to the colonies.
3. The king told Parliament that the _____ of the _____ was too high to give up the colonies.
4. The Declaration condemned the king for _____ taxes on the colonies without their _____.
5. Abigail Adams was happy about the end of royal _____.

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SKILLS EXERCISES:

A. FINDING THE IMPORTANT IDEAS

Put a check next to what you think are 3 IMPORTANT IDEAS in the reading selection.

____ 1. Many colonists wanted to be independent.

____ 2. The Declaration of Independence gave reasons why the colonists wanted their independence.

____ 3. King George III wanted to keep his power over the colonies.

____ 4. The colonists had the support of many Whigs in Britain.

____ 5. The colonists moved toward independence after the king turned down their efforts to win reforms.

B. EXAMINING ISSUES

Does each statement below stand for:

E) an ECONOMIC issue?
P) a POLITICAL issue?
N) an issue of NATIONAL PRIDE?
C) an issue of CIVIL RIGHTS?

____ 1. "...our thunders must go forth; America must be conquered."

____ 2. "...unalienable rights...life, liberty, and the pursuit of happiness."

____ 3. "...cutting off our trade with all parts of the world."

____ 4. "...depriving us, in many cases, of the benefits of trial by jury."

____ 5. "...imposing taxes on us without our consent."

____ 6. "The spirit of the British nation is too high...to give up so many colonies."

____ 7. "English privileges have made it all that it is; English privileges will make it all it can be."

____ 8. "...the cry from the balcony was 'God save our American States.'"

C. WHAT DOES IT MEAN?

Write your answers on a separate sheet of paper.

In two or three sentences each, tell what you think that the following statements mean:

1. "Let us get an American revenue as we have got an American empire. English privileges have made it all that it is; English privileges will make it all it can be."

2. "A prince whose character is thus marked by every act which may define a tyrant, is unfit to be the ruler of a free people."

3. "Thus ends royal authority in this State. And all the people shall say Amen."

D. IN YOUR OWN WORDS

On a separate sheet of paper, write ONE of the following essays:

1. Abigail Adams became the First Lady when John Adams became the second president. What sort of person does she seem to be? Give your answer in about 60 words.

2. What is one thing you learned in this lesson about the Declaration of Independence that you did not know before? Write your answer in about 60 words.

E. LOOKING AHEAD

The Declaration of Independence was issued more than 200 years ago. The United States gained its independence from Britain by a long and costly war. Today the two nations are friends and allies. What might be some reasons for their having "made up" their differences?

The Declaration of Independence states that "all men are created equal." Do you think this means that the writers of the Declaration did not mean to include women? Or do you think that "men" really means "all people" or "humankind"?

You might discuss this in class.

(End of Lesson 16)

STEP 1

KEY WORDS: Look up these words in the Glossary.

dissolve	destitute	gill
defeat	victuals	forage

THINK ABOUT THIS:

1. What were some of the problems facing the army at Valley Forge?
2. What were some causes of those problems?

READ THIS:

Shots were fired at Lexington and Concord in April 1775. Those shots marked the start of the American Revolution. The revolution lasted for eight years, until 1783. During all that time the Continental Army was always close to defeat.

In December 1777, the ragged army led by General Washington went into winter quarters. They spent the winter at Valley Forge, Pennsylvania. Their suffering that winter has been best described by people who were present.

Colonel John Brooks wrote:

"For a week past we have had snow."

He went on to say he could see:

"...our poor brave fellows living in tents, bare-footed, bare-legged...in snow, in rain...and on duty without being able to supply their wants."

General James Varnum was another high ranking officer at Valley Forge. He warned that:

"The situation is such...the army must soon dissolve. Many of the troops are destitute of meat...The horses are dying for want of forage."

General Johann de Kalb was one of the foreign volunteers. De Kalb, who would later die in battle, wrote:

"Half the army are half naked, and almost the whole army go barefoot...I have seen the poor fellows covered over and over with scabs...The men had neither meat nor bread for four days."

Private James Martin was not an officer. He was one of the common soldiers who suffered that winter at Valley Forge. Martin wrote:

"We had nothing to eat for two or three days...But [for Thanksgiving] ...gave each and every man half a gill of rice, and a tablespoon full of vinegar!"

He also reported that:

"Hundreds of my companions might be tracked by their blood upon the rough frozen ground."

It is small wonder that Thomas Paine, a colonial leader wrote:

"These are the times that try men's souls."

The suffering of the troops was bad enough. It was made even worse by the neglect shown them by many of the officers. Luckily, Washington was able to show true leadership. He was very concerned about the care of the army. Washington also shared many of the hardships of the troops.

A main problem was how to protect the army from the cold. Washington ordered huts built in which the soldiers could live. He showed true leadership by living in a tent while the huts were being built. Later he moved to a nearby house. By that time most of the soldiers were in the newly built huts.

Other steps were taken to protect the army's health. Benjamin Rush was a doctor and member of the Continental Congress. He advised Washington about ways to improve the health of the troops. His advice was that every soldier:

> "...should be obliged to wash his hands and face at least once every day."

Dr. Rush also advised that:

> "...the vessels in which he cooks his victuals should be carefully washed after each time of their being used."

Today this seems like very simple advice. However, those were different times. People were less careful of keeping themselves and their food clean. The advice given by Dr. Rush may have saved many lives that winter at Valley Forge.

CHECKING UP:

Mark each of the following TRUE (T) or FALSE (F).

____ 1. The horses used by the army had all the food they needed.

____ 2. Washington wanted the soldiers to live in huts to keep warm.

____ 3. Many soldiers at Valley Forge had no shoes.

____ 4. Benjamin Rush was worried about the health of the soldiers.

____ 5. Many officers did not take care of the soldiers at Valley Forge.

STEP 2

KEY WORDS: Look up these words in the Glossary.

fared foreign recruits
volunteer aloof

THINK ABOUT THIS:

1. How did the soldiers at Valley Forge get some of their food?
2. What was the importance of Baron von Steuben to the American army?
3. Why was Washington a truly great leader?

READ THIS:

The 1777-1778 winter at Valley Forge tested the strength of American soldiers. Everyone was cold and hungry most of the time. Groups of soldiers were sent out every day in search of food. They tried to talk the nearby farmers into giving them food. Sometimes the soldiers used force to get the food they needed. Still, some soldiers liked the job. One soldier who was given the task of getting food later wrote:

> "We fared much better than I had ever done in the army before, or ever did afterwards."

He explained his good luck by saying that:

> "Our only duty was to help load the wagons with hay, corn meal, or whatever they were to take."

No wonder he liked the job of getting food for the troops! Keeping the army well fed, warm, and healthy was important. But the recruits also had to be taught to be soldiers. Their teacher was Baron von Steuben. He was one of the foreign volunteers serving in the Continental Army. The Baron was a skilled officer and knew how to train soldiers.

Von Steuben wrote a code of drill and gave it to the officers. They used it in training the troops. However, the Baron did not leave the training to others. His loud voice and heavy German accent was often heard on the parade ground. He joined the officers and sergeants in drilling the recruits at Valley Forge.

Von Steuben liked the spirit of the American soldiers. He wrote to a friend that:

> "The genius of this nation is not the least to be compared with that of the Prussians, Austrians, or French."

He explained the difference in this way:

> "You say to your European soldier, 'Do this,' and he doeth it, but [with the Americans] I am obliged to say, 'This is the reason why you ought to do that,' and then he does it."

A new spirit took hold of many of the soldiers. Better food, clothing, and drilling helped them. Even more important was the leadership given by General Washington.

Washington was proud and aloof in many ways. He had a fierce temper and was known to use strong words. In spite of all this he knew how to win the hearts of the common soldiers. One story told by a soldier shows how the general won the respect of common soldiers:

"In one of his rides about camp, the general spotted Private John Brantley. Brantley was drinking wine with a few other soldiers. The half-drunk soldier invited the general to share his wine. In doing this Brantley had broken at least a dozen rules, but Washington knew how to handle the problem. He listened to Brantley and then said:

> 'My boy, you have no time for drinking wine.'

Brantley was not happy and replied:

> 'You are above drinking with soldiers.'

Washington got off his horse and turning to Brantley said:

'Come, I will drink with you.'

He took a swig from the wine jug and handed it back to Brantley.

'Now,' said the bold Brantley, 'I'll spend my last drop of my heart's blood for you.'"

The story of the general and the wine must have spread through camp. It was one more link in the chain of trust that bound the soldiers to their general.

Washington was more than a general. He was a leader with a common touch when it was needed. His greatest work was in helping to build the new American spirit. Washington's leadership made it possible for the army to live through the winter at Valley Forge.

CHECKING UP:

Mark each of the following a FACT (F) or an OPINION (O).

____ 1. George Washington did not like soldiers who drank any kind of hard liquor.

____ 2. Von Steuben felt that Americans were the best soldiers in the world.

____ 3. Von Steuben was a skilled soldier.

____ 4. American soldiers sometimes used force to get food for the troops at Valley Forge.

____ 5. Washington was able to win the respect of the common soldiers.

SKILLS EXERCISES:

A. FINDING THE IMPORTANT IDEAS

Put a check next to what you think are 2 IMPORTANT IDEAS in the reading selection.

____ 1. American colonists made good soldiers.

____ 2. Washington was a great military leader.

____ 3. Colonial soldiers suffered many hardships at Valley Forge.

____ 4. Washington could drink as much wine as any other soldier.

____ 5. Washington's spirit was very important at Valley Forge.

B. WHAT DID YOU READ?

Check the correct answer.

1. Concern about the horses at Valley Forge was expressed by:
   ____ a. Pvt. Martin.
   ____ b. General de Kalb.
   ____ c. General Varnum.

2. The soldier who told of seeing blood on the frozen ground was:
   ____ a. Colonel Brooks.
   ____ b. Pvt. Martin.
   ____ c. General Varnum.

3. The soldiers at Valley Forge suffered from:
   ____ a. lack of clothing.
   ____ b. the cold weather.
   ____ c. both of the above.

4. Von Steuben felt that American soldiers were:
   ____ a. as good as European soldiers.
   ____ b. different from European soldiers.
   ____ c. the best in the world.

C. UNDERSTANDINGS

Choose the correct answer.

1. "You are above drinking with soldiers."

These words by Private Brantley meant that he felt:

____ a. Washington was too old to drink with young soldiers.

____ b. Washington thought he was too important to drink with common soldiers.

____ c. it was not proper for a general to drink with a common soldier.

2. "These are the times that try men's souls."

These words by Thomas Paine meant that he felt that:

____ a. Americans had to learn how to fight.

____ b. the many problems at Valley Forge were testing the beliefs of the colonists.

____ c. the colonists must realize that the war might go on for many more years.

3. "The situation is such...the army must soon dissolve."

These words by General Varnum meant that he felt:

____ a. the army had enough training to leave Valley Forge.

____ b. unless things improved, the army would fall apart.

____ c. the army had to attack the British rather than remain at Valley Forge.

4. "...should be obliged to wash his hands and face at least once every day."

This advice for the soldiers at Valley Forge was intended to:

____ a. improve the health of the army.

____ b. make the soldiers look neater.

____ c. keep the soldiers busy.

D. IN YOUR OWN WORDS

On a separate sheet of paper, write ONE of the following essays:

1. Pretend you are a soldier at Valley Forge. Describe your life in camp in a letter you are sending to a friend. Write at least 75 words.
2. What did you learn about George Washington in this lesson that you did not know before? Write your answer in at least 65 words.

E. LOOKING AHEAD

It is more than 200 years since that terrible winter at Valley Forge. In your opinion, what do we need to remember about that period of our American history?

You might want to discuss this in class.

(End of Lesson 17)

STEP 1

KEY WORDS: Look up these words in the Glossary.

exposed	exhibited
solemn	disgrace

THINK ABOUT THIS:

1. What was the importance of having trapped the British at Yorktown?
2. Why did Lord Cornwallis decide to surrender to the Americans?

READ THIS:

By 1781 the American Revolution had been going on for six years. During most of that time the Continental Army had been close to defeat. Important American victories on land had been won in only a few places.

In 1778 France joined the war as an ally of the colonists. The French gave some help to the Americans. They also sent a fleet of ships and an army to help in the fighting. In spite of this help, Americans had to depend upon their own efforts.

In mid-1781 British troops were trapped at Yorktown, Virginia. The British commander, Lord Cornwallis, tried to have his army break the trap. They were unable to do this. Meantime, the American and French forces placed the British under heavy cannon fire. Unless help came, the British would have to surrender.

Washington led the American attack at Yorktown. Also present was Baron von Steuben who drilled the American troops. One of the daring officers at Yorktown was Lt. Col. Alexander Hamilton. He was then only 26 years old and showed great courage. Another brave officer was the 24-year old Lafayette, a French volunteer.

Bravery was the order of the day. Once Washington was watching an attack and bullets flew nearby. One of his staff, a Colonel Cobb became worried. He finally spoke up:

> "Sir," Cobb said, "you are too much exposed here. Had you not better step a little back?"
>
> "Colonel Cobb," Washington replied, "if you are afraid, you have liberty to step back."

No one stepped back and the story must have spread to the entire army.

The British efforts to escape from Yorktown failed. Cornwallis finally agreed to surrender on October 19. The surrender was carefully staged.

First, the Americans and French formed two long lines. Each line of soldiers was more than a mile long. Americans were on one side, the French on the other side. Washington rode up on a horse at the head of the American line.

70

The French soldiers wore colorful uniforms and:

> "The Americans, though not all in uniform nor...so neat, yet exhibited an erect soldierly air."

The actual surrender began at 2 o'clock and:

> "The captive army advanced through the line...Every eye was prepared to gaze on Lord Cornwallis."

Lord Cornwallis, however, felt it a disgrace to surrender to Americans. He sent another officer, General O'Hara, to surrender the British army:

> "This officer [O'Hara] was followed by the conquered troops in a slow and solemn step, with shouldered arms, colors cased [flags covered] and drums beating a British march."

C. CHECKING UP:

Mark each of the following TRUE (T) or FALSE (F).

____ 1. France helped the colonists, but did not join the war.

____ 2. The Americans won many land victories against the British.

____ 3. Lord Cornwallis and his army were trapped at Yorktown.

____ 4. Some of the American soldiers at the surrender did not have uniforms.

____ 5. The French joined the Americans at the surrender ceremony.

STEP 2

KEY WORDS: Look up these words in the Glossary.

incident manifested sullen

THINK ABOUT THIS:

1. Why did Washington ask General Lincoln to take part in the ceremony?
2. How did the British feel about the surrender?
3. What was the importance of the British surrender at Yorktown?

READ THIS:

The surrender ceremony went on and General O'Hara:

> "...elegantly mounted, advanced to ...[Washington], taking off his hat, and apologized for the non-appearance of Cornwallis."

Washington now showed why so many in his army loved him. In 1780 General Lincoln had been forced to surrender to the British at Charleston, S.C. He was later exchanged for some British prisoners and returned to active duty. Washington wanted Lincoln to now taste victory. It would help make up for his earlier defeat.

> "With his usual dignity and politeness [Washington]...pointed to Major General Lincoln for directions."

It was General Lincoln who took over the final surrender. However, one more incident took place. General O'Hara offered to surrender his sword to the general commanding the French troops. The effort failed when the French general refused to accept the sword. General O'Hara then had to surrender his sword to Washington.

The surrender was a bitter pill for the British and it was:

> "...when they came to the last act of the drama, that the spirit and pride of the British soldier was put to the severest test."

Many young British officers were angered at having to surrender. Their feelings were shared by soldiers under their command. One report said:

> "Many of the soldiers manifested a sullen temper."

The soldiers showed their anger by:

> "...throwing their arms on the pile with violence, as if determined to render them useless."

By the end of the day more than 8,000 British soldiers and sailors had surrendered. Yorktown proved to be a death blow to Britain. The war went on for another two years, but there were no more big battles.

During the surrender the British bands had played many marches. One of these was "The World Turned Upside Down." The tune matched the feelings of the British. They truly felt that the world had been turned upside down at Yorktown.

CHECKING UP:

Mark each of the following a FACT (F) or an OPINION (O).

____ 1. General Lincoln was a brave officer.

____ 2. General O'Hara surrendered the British army in the name of General Cornwallis.

____ 3. The British soldiers did not like surrendering to the Americans.

____ 4. British officers did not like Cornwallis because he surrendered.

____ 5. General O'Hara was wrong in trying not to surrender his sword to Washington.

SKILLS EXERCISES:

A. FINDING THE IMPORTANT IDEAS

Put a check next to what you think are 2 IMPORTANT IDEAS in the reading selection.

____ 1. The Yorktown surrender was done as a military ceremony.

____ 2. The surrender at Yorktown marked the beginning of the end for Britain in the war.

____ 3. Many brave men fought at Yorktown.

____ 4. Yorktown was a great victory for Washington and his army.

____ 5. General Cornwallis did not personally surrender his army.

B. CHECKING FOR DETAILS

On the basis of what you have read, mark each of the following statements TRUE (T), FALSE (F), or NOT INDICATED (N) in the reading selection.

____ 1. General Lincoln was not a very skilled commander.

____ 2. Lord Cornwallis was trapped in Virginia.

____ 3. Britain could still have won the war after Yorktown.

____ 4. The Americans had their best and bravest troops at the ceremony held for the Yorktown surrender.

____ 5. British officers felt Cornwallis was to blame for the surrender.

____ 6. There were no more big battles in the American Revolution after the Yorktown surrender.

____ 7. Lafayette, Hamilton, and von Steuben were all at Yorktown.

C. UNDERSTANDINGS

Choose the correct answer.

1. "You are too much exposed here. Had you not better step a little back?"

These words spoken by Colonel Cobb to General Washington show that:

____ a. Cobb was not a very brave man.
____ b. Washington took too many risks.
____ c. Cobb was worried about Washington's safety.

2. "...throwing their arms on the pile with violence..."

This action by the British soldiers who were surrendering shows they:

____ a. were glad to be out of the fighting.
____ b. were angry at having had to surrender.
____ c. did not like the guns they had been given.

3. "With his usual dignity and politeness [Washington]...pointed to Major General Lincoln for directions."

These words show that Washington:

____ a. did not know the proper thing to do at the surrender ceremony.
____ b. wanted nothing to do with the British.
____ c. wanted to offer General Lincoln some of the honor of the day.

D. IN YOUR OWN WORDS

On a separate sheet of paper, write ONE of the following essays:

1. What did you learn in this lesson about the surrender at Yorktown that you did not know before? Write your answer in at least 65 words.

2. Why does it seem fitting that von Steuben, Lafayette, and Washington should all be present at Yorktown? Write your answer in at least 75 words.

E. LOOKING AHEAD

In the years after Yorktown:

George Washington became the first president of the United States.

Lafayette returned to France and supported the French Revolution in 1789. He later lost the support of the leaders of that revolution. In 1824 he visited the United States for the last time and was hailed as a hero.

Alexander Hamilton became the first Secretary of the Treasury under President Washington.

Lord Cornwallis remained a British general and was later made the governor-general of India.

Do you think any of these people could have dreamed what the future held for them? How do you think their future was affected by what happened at Yorktown?

You might discuss this in class.

(End of Lesson 18)

Review of Learnings

How much do you remember about the Lessons in this book? Here is a chance to check yourself with a review of what you have learned.

I. VOCABULARY REVIEW

These are words taken from the Glossary. Match the meanings in Column B with the Vocabulary words in Column A. There are two extra meanings in Column B.

Column A

___ 1. barbarian
___ 2. verdict
___ 3. purchase
___ 4. legal
___ 5. petition
___ 6. reforms
___ 7. ignored
___ 8. orator
___ 9. tyrant
___ 10. disperse

Column B

a. not often seen or done
b. lawful
c. formal written request
d. a ruler with unlimited power who is often cruel
e. finding of a jury
f. unjust or cruel use of power
g. scatter
h. changes or improvements
i. cruel, savage person
j. buy for money
k. powerful speaker
l. given no attention

Your Rating:	
8 to 10 correct	Very good
7 correct	Need more review
less than 7 correct	Need a lot more review

II. REVIEW OF PEOPLE AND PLACES

Choose the correct answer.

1. Columbus thought he had sailed to:
   a. America.
   b. Asia.
   c. Africa.

2. Hernando DeSoto explored for:
   a. Spain.
   b. France.
   c. England.

3. Slaves were brought to the New World from:
   a. Asia.
   b. Africa.
   c. Europe.

4. The Pilgrims wanted:
   a. to stay in Holland.
   b. to go back to England.
   c. religious freedom.

5. The Mayflower landed in what is now:
   a. Massachusetts.
   b. Virginia.
   c. Canada.

6. Freedom of the press is most directly linked to:
   a. Patrick Henry.
   b. John Peter Zenger.
   c. Benjamin Franklin.

7. The British General who surrendered at Yorktown was:
   a. General de Kalb.
   b. General Thomas Gage.
   c. Lord Cornwallis.

8. An Englishman who showed sympathy for the colonial cause was:
   a. Edmund Burke.
   b. Charles Townshend.
   c. the Earl of Sandwich.

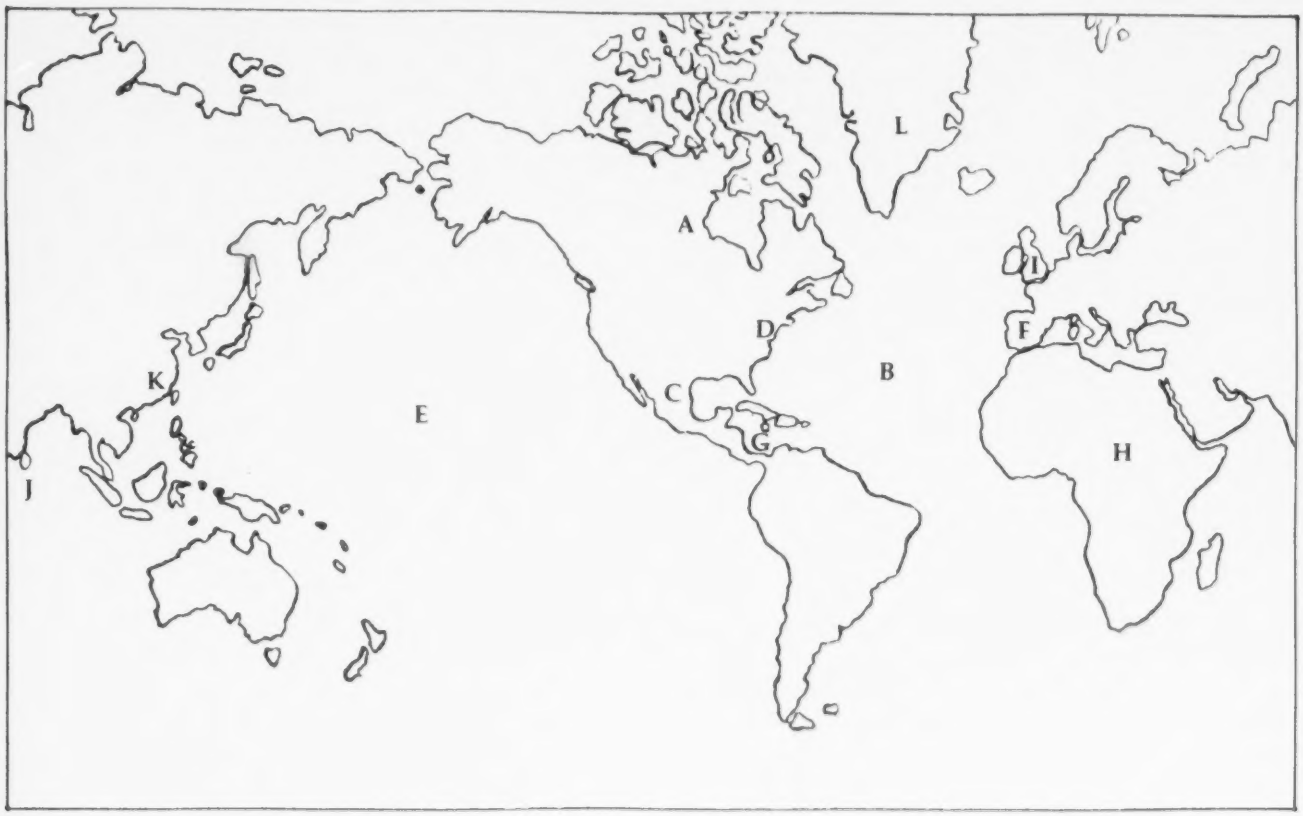
9. "Liberty or death" were words spoken by:
   a. Thomas Jefferson.
   b. Patrick Henry.
   c. John Hancock.

10. The British tax system is directly linked to:
    a. the Earl of Sandwich.
    b. Lord Cornwallis.
    c. Charles Townshend.

Your Rating:	
9 or 10 correct	Very good
8 correct	Good
6 or 7 correct	Need more review
less than 6 correct	Need a lot more review

III. REVIEW OF MAP SKILLS

The map on this page contains 12 letters. Each letter stands for a different area, ocean, or country. You will be asked to identify 10 of the letters.



Look at the map and answer the following:

What letter on the map stands for:

___ 1. Canada
___ 2. the Pacific Ocean
___ 3. China
___ 4. Mexico
___ 5. Spain
___ 6. the east coast of the United States
___ 7. the Atlantic Ocean
___ 8. the Caribbean area
___ 9. the Indian Ocean
___ 10. Africa

Your Rating:

9 or 10 correct	Very good
7 or 8 correct	Good
5 or 6 correct	Need more review
less than 5 correct	Need a lot more review

GLOSSARY FOR
Readings In American History

To the student: Some of these words have more than one meaning. The meaning given in this Glossary is for the word as it was used in the reading selections in this book.

A

ABOLISH — to completely do away with something

ADULTS — grown-ups; usually people over the age of 18 or 21

ALOOF — keeping away from the actions of others

ANCESTORS — persons from whom one is descended [example; grandparents]

ANCIENT — belonging to times long past

APPROVED — accepted or agreed to

ASSENT — to agree to something

B

BANKRUPT — unable to pay money owed

BARBARIAN — cruel, savage person

BILL OF LADING — contract listing goods being shipped

BOOTY — riches and goods seized by the winners of a battle or war

BOUNDARIES — something showing limits of area of a country

BOYCOTT — refusal by many people to buy or use a product

C

CAMPAIGN — series of actions in order to bring about a result

CASUALTIES — people injured or killed in a war

COLONY — an area and its people ruled by another area or country

COMBINE — join together for a purpose

COMPEL — to make someone do something

CONDEMNED — declared to be wrong

CONFLICT — fight or struggle

CONVERT — to give up one idea or belief for another idea or belief

CRISIS — important point at which things get better or worse

CRITICIZE — to find fault with someone or something

D

DECISION — the act of deciding in favor of one thing over another

DEFEAT — a loss by someone in a contest or war

DEFY — a refusal to obey someone or an order

DEMOCRACY — government by the people

DEPRIVING — taking something away from someone

DESTITUTE — having nothing

DIFFERENCES — beliefs that are not the same among people

DIFFERENT — not the same as something or someone

77

DISGRACE — loss of honor; shame

DISJOIN — to separate things that were once joined together

DISMISSED — removed from a job or a political office

DISOBEY — not to do as ordered

DISPERSE — scatter

DISPUTE — argument; fight

DISSOLVE — to cause to fall apart

E

ECONOMY — a system of producing, owning, and exchanging goods in a nation

EMBARK — to come aboard a vessel for a trip

ENACT — to pass a law

ENDOWED — given something of value

ESSENTIAL — something very much needed

EXHIBITED — shown to others

EXISTED — seen or known at a time and place

EXPLORE — to look for unknown areas or lands

EXPOSED — shown to others

EXTENDED — stretched out

F

FALSEHOOD — a lie

FARE — to get along in life

FORAGE — food

FOREIGN — areas outside one's own country

FOREMOST — first among a group

G

GILL — a unit of measure equal to about four ounces

GOVERNING — ruling over an area or country

H

HARSH — strong enough to be cruel

I

IGNORANT — having no knowledge; not knowing things

IGNORED — given no attention

ILLEGAL — not lawful

IMPORTED — brought into a country

IMPOSE — to require an action of people

IMPRESSED — made strongly aware of someone or something

IMPUDENT — showing no regard or respect for others

INCIDENT — an event or action that has taken place

INFERIOR — less important than others

INTELLIGENCE — ability to learn or know things

ISLAND — body of land completely surrounded by water

K

KEEN — eager; sharp

L

LEGAL — lawful

LEGISLATIVE — law-making groups

LIBEL — an untrue statement that harms another person or group

M

MANIFESTED — feelings shown by actions

MILITIA — armed citizens subject to a call to duty by the government

MISTREAT — to treat someone harshly or badly

MONARCH — ruler; king or queen

MUTUALLY — shared by two or more people

O

OBEDIENCE — carrying out the requests or orders given

OBLIGED — a feeling that something must be done

OFFICIAL — acting in the name of a government

OPPRESSION — unjust or cruel use of power

OPPOSED — against someone or something

ORATOR — powerful speaker

P

PAMPHLET — printed booklet with a soft cover or no cover

PARLIAMENT — law-making group of a nation

PETITION — formal written request

PLEA — an answer to a legal charge ["guilty" or "not guilty"]

PLEADED — begged; strongly suggested an action

PRIVATE — held or owned by a person or family

PROCURE — to buy or otherwise take over

PURCHASE — to buy with money

PURSUIT — to follow in order to gain for oneself

PURIFY — make clear

R

RACISM — a belief that one race of people is better than another race

RECRUITS — persons brought in to serve as soldiers

REFORMS — changes or improvements

REPEAL — to undo or take away a law

RESTRICTION — limit placed upon action by people

REVENUE — money paid to a treasury

RUDE — rough or not smoothly finished

RUMOR — statement for which there is no proof but which is believed by many people

S

SOLEMN — very serious

SUBDUED — acting in a quiet way

SUBMIT — to give in to a person or government

SUCCEED — to come next after another in power or office

SULLEN — silence brought on by anger or being annoyed

SYMPATHY — feeling of loyalty to a person or idea

T

TESTIFY — to make a statement based on personal experience

THREAT — statement by one person that injury or damage might occur to another person

TREASON — action to aid those seeking to overthrow one's own government

TYRANT — a ruler with unlimited powers and who is usually cruel

U

UNALIENABLE — cannot be taken away

UNEXPLORED — not examined or explored

UNFURL — to open up the folds of a flag

UNKNOWN — not known

UNLAWFUL — not allowed by the law

V

VANISHED — no longer seen; disappeared

VERDICT — the findings of a jury

VICTORY — winning over others

VICTUALS — food eaten by people

VOLUNTEER — one who comes forward on his own to serve in an army

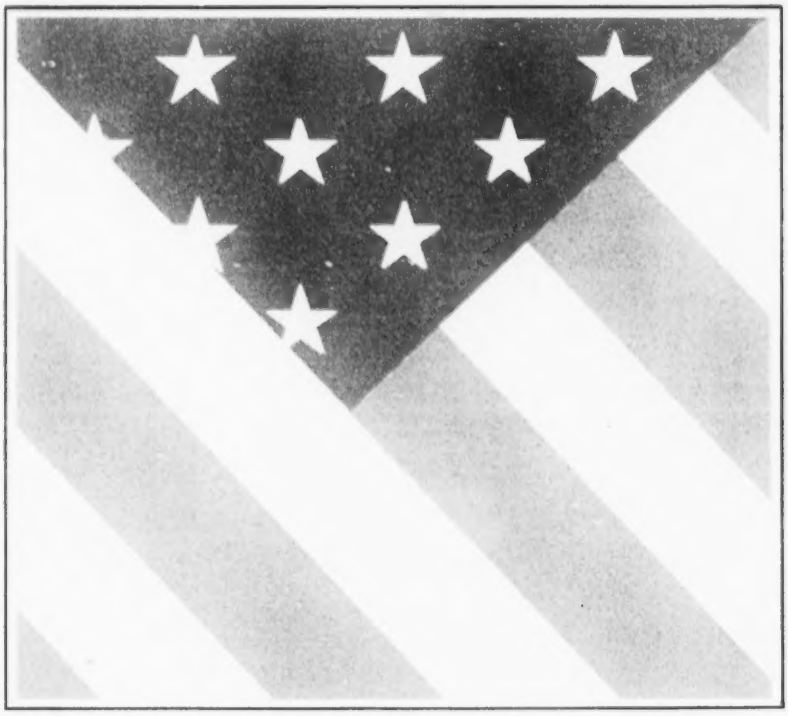
VOYAGE — a trip

W

WHOLESALE — large-scale selling

TEACHER'S GUIDE B-261

From New World To New Nation



BOOK I

Readings in American History (In Their Own Words)

BY JACK ABRAMOWITZ, PhD.

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OVERVIEW:

This skills-text is one of four books in the READINGS IN AMERICAN HISTORY series. The skills-texts in this series are designed to provide the pupils with ancillary materials that are high in interest level but within acceptable concept and reading grade levels.

The skills-texts in READINGS IN AMERICAN HISTORY present the pupil with opportunities to develop and improve reading and comprehension skills in a subject matter context. At the same time, the materials contained in the skills-text can help to illuminate certain periods in American history and to enrich and extend pupil understandings.

FROM NEW WORLD TO NEW NATION is Book I of the READINGS IN AMERICAN HISTORY series. It covers the period from the discovery of the Americas in 1492 to the end of the Revolution. This skills-text, and the others in the series, are not intended as comprehensive standard texts developed around the academic discipline of an American history program. Instead, they have the function of filling in the "cracks" that exist in standard texts that are spread thin when they try to cover the many areas of the subject matter that are curriculum mandated.

The Table of Contents for BOOK I: FROM NEW WORLD TO NEW NATION includes the following items:

Lesson

1 EUROPEANS MEET "INDIANS" IN THE NEW WORLD
2 EUROPEANS AND NATIVE AMERICANS
3 THE NATIVE AMERICANS
4 NATIVE AMERICANS AND THE WHITE SETTLERS
5 SLAVES FROM AFRICA FOR AMERICA
6 THE "MIDDLE PASSAGE"
7 THE PURITANS DECIDE TO LEAVE EUROPE FOR AMERICA
8 THE MAYFLOWER COMPACT
9 THE ZENGERS DEFEND A FREE PRESS
10 THE STAMP ACT
11 THE COLONISTS DEFEAT THE STAMP ACT
12 TORIES AND COLONISTS
13 LIBERTY OR DEATH
14 THE ROAD TO LEXINGTON AND CONCORD
15 THE SHOT HEARD 'ROUND THE WORLD
16 THE DECLARATION OF INDEPENDENCE
17 AMERICANS AT VALLEY FORGE
18 THE WORLD TURNED UPSIDE DOWN

REVIEW

GLOSSARY (Mini-Dictionary)

The brief quotations from primary sources, and the text narrative contained in FROM NEW WORLD TO NEW NATION, provide insights of a more direct and personal nature than might exist in standard texts. For example:

- ★ Pupils may have read that Columbus and his crew encountered "Indians" in the New World, but who were these Native Americans and how did they differ from the European explorers and settlers?
- ★ Black Africans were taken from their native villages and shipped to slavery in the Americas, but what happened in the horrifying "Middle Passage" aboard the slave ships on the high seas?
- ★ The Americans in the British colonies resented the Stamp Act, but what did that Act say?
- ★ The shots fired at "Bunker Hill" ended the life and military career of a fiery British officer, Major Pitcairn; but what sort of person was Pitcairn and how did the path of his life lead to Bunker Hill?
- ★ What happened at Lexington, at Valley Forge, and at Yorktown, and how did some of the people present at these places play their parts in the real life dramas of American history?

AIMS:

These and other episodes in American history are presented in a manner suited to the age level and educational abilities of the pupils using the skills-text. But, in addition, the skills-text is designed and organized to accomplish certain aims. They are:

1. To provide information about the people and events in American history based upon primary source material.
2. To present primary source material in a format that will promote pupil understandings. This means avoiding lengthy quotes which, coupled with complex or arcane wording, can cast a pall over the reader, especially when the pupil is struggling to overcome existing learning disabilities manifested in reading and comprehension deficiencies.
3. To provide a narrative linking the primary source material in a manner that will help to promote pupil interest and expand understandings.
4. To provide written material that offers assistance for pupils who have significant deficiencies in reading, comprehension, and the skills associated with the social studies curriculum. This written material is accompanied by meaningful illustrations where appropriate.
5. To provide the elements of structure, support, and success that are so important to all pupils, but especially to those with existing disabilities.

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ELEMENTS OF ORGANIZATION OF THE SKILLS-TEXT:

Structure

The skills-text is organized in a structured manner. Each Lesson is presented in a limited number of pages. Lessons are broken down, usually in two or three "Steps." The readers attention is directed to the main thrust of each "Step" by questions, under the heading "Think About This," which precede each reading selection. The Steps are linked so that there is a clear beginning, middle, and ending to the complete Lesson. This structure helps to create a sense of assurance and gives the pupils a clearer idea of knowing what they are expected to learn.

The brief comprehension exercise that accompanies the reading selection in each "Step," and the more comprehensive skills exercises at the end of each Lesson, are another part of the structure element of the skills-text. It serves to organize the pupil's understanding and establish a rough measure of accomplishment. A structured learning environment is very likely to be best suited to the learning style of pupils whose learning disabilities include poor work habits and deficiencies in reading and comprehension.

Support

Pupils need supportive elements built into a text to help maximize learning. The skills-text provides these supportive elements in a number of ways. They include:

1. Breaking down the reading selections into "Steps" to ensure that pupils will not have to read beyond a point where their attention span might falter. This affords strong support to pupils with learning disabilities who might otherwise become discouraged by what is, for them, the difficult task of reading.
2. Providing vocabulary assistance by listing "Key Words" at the beginning of each "Step," and a Glossary (Mini-Dictionary) at the back of the skills-text. Teachers should encourage pupils to try to find the meaning of words in context, but the Glossary is available if it is needed. Pupils who use the Glossary will also be strengthening their dictionary use skills.
3. Organizing the pupil's thoughts about the reading selection by presenting questions under the heading of "Think About This" at the beginning of each "Step." In some cases the pupil is also asked to "Do This," usually in terms of map skills work.
4. Including a variety of comprehension and skills exercises that are supportive in helping the pupil check on what he or she has learned. The pupil can refer back to the reading selection before answering the exercises, and this affords another supportive element. These exercises include:
    - ★ Finding Important Ideas (in reading selection of Lesson)
    - ★ True or False questions
    - ★ True, False, or Not Indicated (in the reading selection)
    - ★ Fact (having actual existence), or Opinion (belief not always supported by facts) questions
    - ★ Completion exercise
    - ★ Understandings (interpreting the meaning of quotations)

Additional supportive elements include the presentation of essay-type questions that allow pupil choices, suggest reasonable essay length, and focus strongly on topics with which pupils are likely to be familiar on the basis of what they have just read in the Lesson. Further support is given in the "Looking Ahead" exercise that links the Lesson with contemporary topics and promotes speaking skills by suggesting classroom discussion of the exercise.

Success

Success is important for all pupils, but it is particularly important for those with learning disabilities that include deficiencies in reading, comprehension, and oral and written skills. Such deficiencies can lead to expectations of constant failure with accompanying erosion of self-worth.

The attention given to vocabulary, concepts, reading selection length, sentence length, reading levels, and appropriate skills exercises, can all provide the basis for successful learning experiences. This can help promote greater interest in all the educational skills and can also help to promote an improved self-image on the part of the pupil.

SUGGESTIONS FOR USING THE SKILLS-TEXT:

The skills-text, FROM NEW WORLD TO NEW NATION, is not a standard American history text, but it can be used in a variety of ways.

- ★ It can be used to develop reading skills, in a content area, in remedial reading classrooms or in the reading period of a class.
- ★ It can be used for individual reading assignments, especially for learning disability pupils, followed by a review of pupil responses by the teacher, and pupil-teacher discussion of the subject matter.
- ★ It can be used as extra assigned reading for pupils of varying abilities as a means for enriching planned classroom discussion.
- ★ It can be used as an individual reading assignment for homebound pupils.
- ★ It can be used, in certain instances, as a basis for brief, extemporized pupil dramatizations along the lines of "You Are There" or "Sixty Minutes" (actually "Thirty Seconds" to accommodate the probable abilities of the pupils).
- ★ It can be incorporated into regular class sessions in any inductive type lessons, inductive-deductive type lessons, debate type lessons, directed reading type lessons, and report type lessons.

ANSWER KEY

LESSON 1:

page 2
Checking Up
1. F
2. F
3. T
4. T
5. T

Checking Up
1. explorer
2. cities
3. cotton, cattle
4. gold, metal

page 3
Checking Up
1. F
2. O
3. O
4. O
5. O

Skills Exercises:
A. Finding the Important Ideas
2., 3., 4.

B. Checking for Details
1. T
2. F
3. F
4. F
5. T
6. F

page 4
C. Understandings
1. c
2. b

D. In Your Own Words
Answers will vary.

LESSON 2:

page 6
Checking Up
1. T
2. F
3. T
4. F
5. F

Checking Up
1. O
2. F
3. F
4. F
5. F

page 7
Skills Exercises:
A. Finding the Important Ideas
2., 4.

B. Checking for Details
1. N
2. N
3. F
4. T
5. N
6. T
7. T

C. Understandings
1. c
2. b

D. In Your Own Words
Answers will vary.

LESSON 3:

page 8
Checking Up
1. F
2. O
3. F
4. O
5. F

page 9
Checking Up
1. land
2. Settlers
3. government
4. private
5. bought, sold

Skills Exercises:
A. Finding the Important Ideas
2., 3.

page 10
B. Checking for Details
1. T
2. T
3. F
4. N
5. F
6. T

C. Understandings
1. b
2. b

D. In Your Own Words
Answers will vary.

LESSON 4:

page 11
Checking Up
1. F
2. T
3. F
4. F
5. F

page 12
Checking Up
1. O
2. F
3. F
4. F
5. F

Skills Exercises:
A. Finding the Important Ideas
2., 3., 4.

B. Checking for Details
1. T
2. F
3. N
4. T
5. F
6. T
7. F

C. Understandings
1. c
2. b

D. In Your Own Words
Answers will vary.

LESSON 5:

page 14
Checking Up
1. F
2. T
3. T
4. F
5. T

page 15
Checking Up
1. O
2. F
3. O
4. F
5. O

Skills Exercises:
A. Finding the Important Ideas
2., 3., 4.

page 16
B. Understandings
1. c
2. c

C. Checking for Details
1. N
2. T
3. N
4. N
5. N
6. T
7. T

D. In Your Own Words
Answers will vary.

LESSON 6:

page 17
Checking Up
1. F
2. O
3. F
4. F
5. O

page 18
Checking Up
1. N
2. T
3. T
4. N
5. F

Skills Exercises:
A. Finding the Important Ideas
1., 3., 5.

B. Understandings
1. b
2. c

page 19
C. Checking for Details
1. O
2. F
3. O
4. F
5. O

D. In Your Own Words
Answers will vary.

LESSON 7:

page 20
Checking Up
1. T
2. F
3. F
4. T
5. T

page 21
Checking Up
1. O
2. O
3. F
4. F
5. F

Skills Exercises:
A. Finding the Important Ideas
1., 2., 3.

B. Checking for Details
1. T
2. T
3. F
4. T
5. T
6. T
7. F

page 22
C. Map Skills
1. B
2. D
3. A

D. Reasons for Actions and Events.
1. c
2. b
3. b

E. In Your Own Words
Answers will vary.

LESSON 8:

page 23
Checking Up
1. north
2. two, America
3. colony, unexplored
4. agreement, ashore

page 24
Checking Up
1. F
2. O
3. F
4. O
5. O

Skills Exercises:
A. Finding the Important Ideas
1., 3.

page 25
B. Checking for Details
1. F
2. O
3. F
4. O
5. O
6. O
7. O

C. Understandings
1. c
2. b
3. c

D. Reasons for Actions and Events
1. a
2. c
3. c

page 26
E. In Your Own Words
Answers will vary.

LESSON 9:

page 27
Checking Up
1. O
2. O
3. F
4. O
5. F

page 28
Checking Up
1. T
2. F
3. F
4. T
5. T

page 29
Checking Up
1. N
2. T
3. N
4. T
5. T

Skills Exercises:
A. Finding the Important Ideas
3., 4.

B. Understandings
1. b
2. c
3. c

page 30
C. Checking for Details
1. O
2. O
3. F
4. F
5. F
6. F

D. Understanding Issues
Answers will vary.

LESSON 10:

page 32
Checking Up
1. F
2. T
3. F
4. F
5. F

page 33
Checking Up
1. F
2. O
3. F
4. F
5. O

Skills Exercises:
A. Finding the Important Ideas
2., 5.

B. Checking for Details
1. N
2. N
3. T
4. N
5. N
6. N
7. T

C. Understandings
1. b
2. b
3. b

page 34
D. In Your Own Words
Answers will vary.

LESSON 11:

page 36
Skills Exercises:
A. Finding the Important Ideas
2., 4.

B. Understandings
1. b
2. c
3. c

C. Checking for Details
1. N
2. T
3. F
4. T
5. T
6. F
7. F

D. In Your Own Words
Answers will vary.

LESSON 12:

page 38
Checking Up
1. T
2. T
3. F
4. F
5. N

page 40
Checking Up
1. N
2. T
3. T
4. T
5. F

Skills Exercises:
A. Finding the Important Ideas
2., 3.

page 41
B. Checking for Details
1. F
2. F
3. O
4. O
5. F
6. F
7. F
8. F
9. O
10. F

C. Understandings
1. b
2. b

D. In Your Own Words
Answers will vary.

LESSON 13:

page 43
Checking Up
1. F
2. T
3. F
4. T
5. T

page 44
Checking Up
1. N
2. F
3. T
4. T
5. T

Skills Exercises:
A. Finding the Important Ideas
2., 4.

B. Checking for Details
1. F
2. O
3. F
4. O
5. F
6. O
7. F
8. F
9. F
10. O

page 45
C. Understandings
1. b
2. b
3. a
4. c

D. In Your Own Words
Answers will vary.

LESSON 14:

page 46
Checking Up
1. O
2. O
3. F
4. O
5. F

page 48
Checking Up
1. N
2. T
3. T
4. T
5. T

Skills Exercises:
A. Finding the Important Ideas
1., 3., 5.

B. Checking for Details
1. b
2. c
3. c
4. c

C. Understandings
1. b
2. c
3. a

page 49
D. In Your Own Words
Answers will vary.

LESSON 15:

page 51
Checking Up
1. F
2. O
3. O
4. O
5. F

page 52
Checking Up
1. F
2. T
3. F
4. T
5. T

Skills Exercises:
A. Finding the Important Ideas
2., 4.

page 53
B. Checking for Details
1. F
2. O
3. F
4. F
5. O
6. O
7. F
8. O
9. O
10. F

C. Understandings
1. b
2. c
3. b

page 54
D. In Your Own Words
Answers will vary.

LESSON 16:

page 56
Checking Up
1. F
2. O
3. F
4. F
5. F

page 57
Checking Up
1. equal
2. officers
3. spirit, nation
4. imposing, consent
5. authority

Skills Exercises:
A. Finding the Important Ideas
2., 3., 5.

B. Examining Issues
1. P
2. C
3. E
4. C
5. E
6. N
7. P
8. N

C. What Does it Mean?
Answers will vary.

D. In Your Own Words
Answers will vary.

LESSON 17:

page 61
Checking Up
1. F
2. T
3. T
4. T
5. T

page 63
Checking Up
1. O
2. O
3. F
4. F
5. F

Skills Exercises:
A. Finding the Important Ideas
2., 3.

B. What Did You Read?
1. c
2. b
3. c
4. b

page 64
C. Understandings
1. b
2. b
3. b
4. a

D. In Your Own Words
Answers will vary.

LESSON 18:

page 66
Checking Up
1. F
2. F
3. T
4. T
5. T

page 67
Checking Up
1. O
2. F
3. F
4. O
5. O

Skills Exercises:
A. Finding the Important Ideas
2., 4.

B. Checking for Details
1. N
2. T
3. N
4. N
5. N
6. T
7. T

page 68
C. Understandings
1. c
2. b
3. c

D. In Your Own Words
Answers will vary.

REVIEW OF LEARNINGS:

page 69
Vocabulary Review
1. i
2. e
3. j
4. b
5. c
6. h
7. l
8. k
9. d
10. g

page 70
Review of People and Places
1. b
2. a
3. b
4. c
5. a
6. b
7. c
8. a
9. b
10. c

page 71
Review of Map Skills
1. A
2. E
3. K
4. C
5. F
6. D
7. B
8. G
9. J
10. H

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Jack Abramowitz, Ph.D., Columbia University, has been a teacher since 1945. He has been a consultant to many cities and school districts in all parts of the United States. He is the author or co-author of several textbooks, and has contributed articles to scholarly journals.

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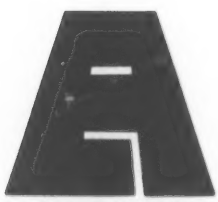

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